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ABSTRACT

These 18 teacher modules are part of a curriculum dealing with food management, production, and services that was developed for use in secondary and postsecondary vocational programs in Tennessee. Covered in the individual modules are quickbreads, pies, icings and toppings, specialty cakes, specialty desserts, yeast products, cream puff and puff pastry products, dining areas, serving guests, performing sidework, table cleaning and clearing, training and motivating employees, finances, and labor costs. Each module contains the following components: a cover page that indicates the module name and competency area; a competency statement; a list of tasks addressed in the unit; specific student performance standards; performance objectives and enabling objectives; individual, group, and enrichment process sheets; a pretest; a student guide sheet; information sheets; worksheets; a posttest; a final checkout performance evaluation; a worksheet and evaluation key; and a list of resource items. (MN)

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Food Service Worker

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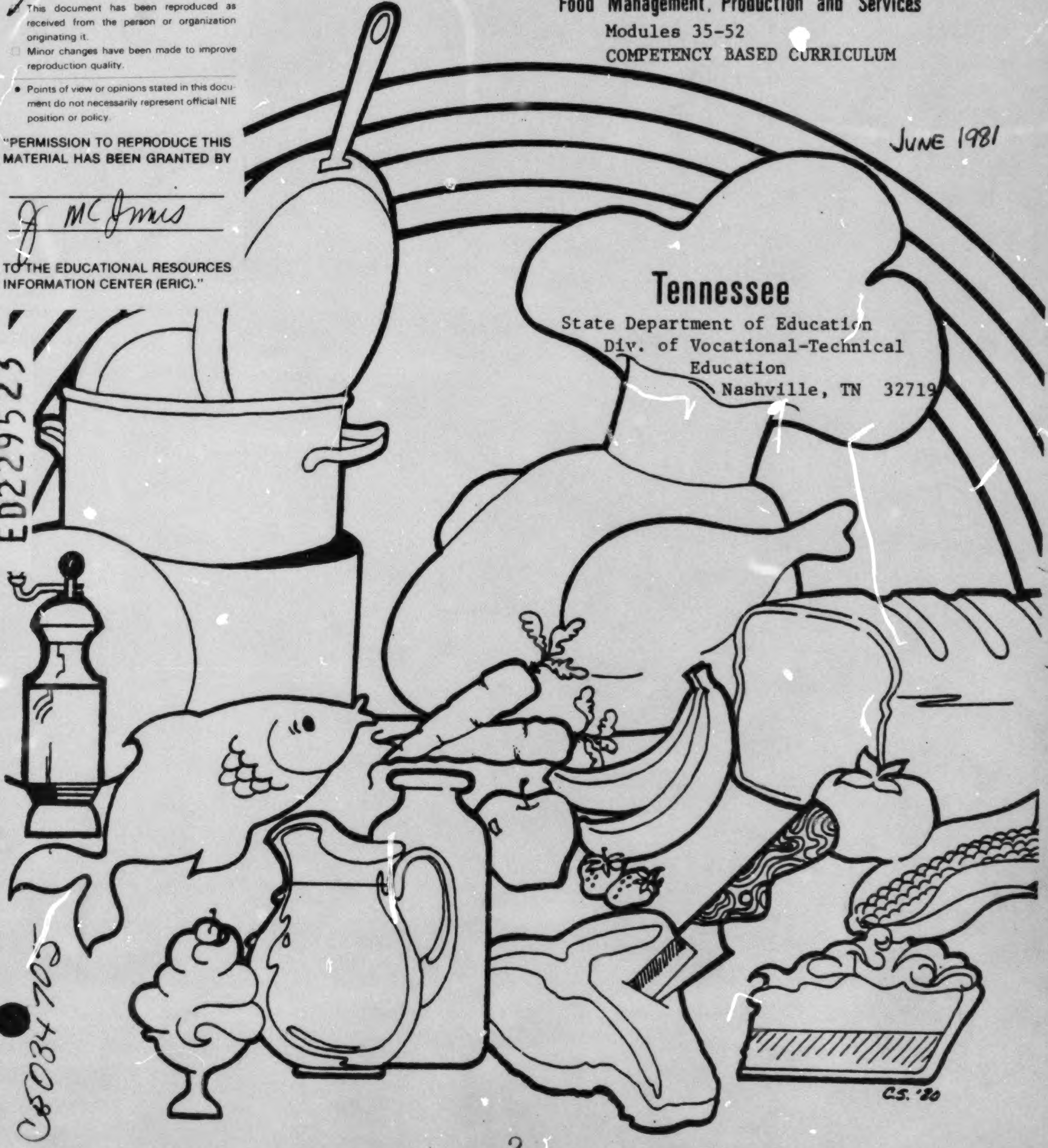
Instructuctional Modules for Food Management, Production and Services

Modules 35-52
COMPETENCY BASED CURRICULUM

JUNE 1981



Tennessee
State Department of Education
Div. of Vocational-Technical Education
Nashville, TN 32719

C.S. '80

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Food Service Worker

MODULE 35: QUICKBREADS

QUICKBREADS

Competence Area: F. Food Preparation

Competency Statement: 17.00 Prepare Quickbreads

Tasks:			Level
	.01	Prepare biscuits	Basic
	.02	Prepare muffins	Basic
	.03	Prepare loaves	Basic
	.04	Prepare cornbread	Basic

Specific Student Performance

Given standardized recipes and necessary supplies. the student will prepare at least two quickbreads (biscuits, muffins, loaves, cornbread). Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules: #1-8, 10-18, 33-34

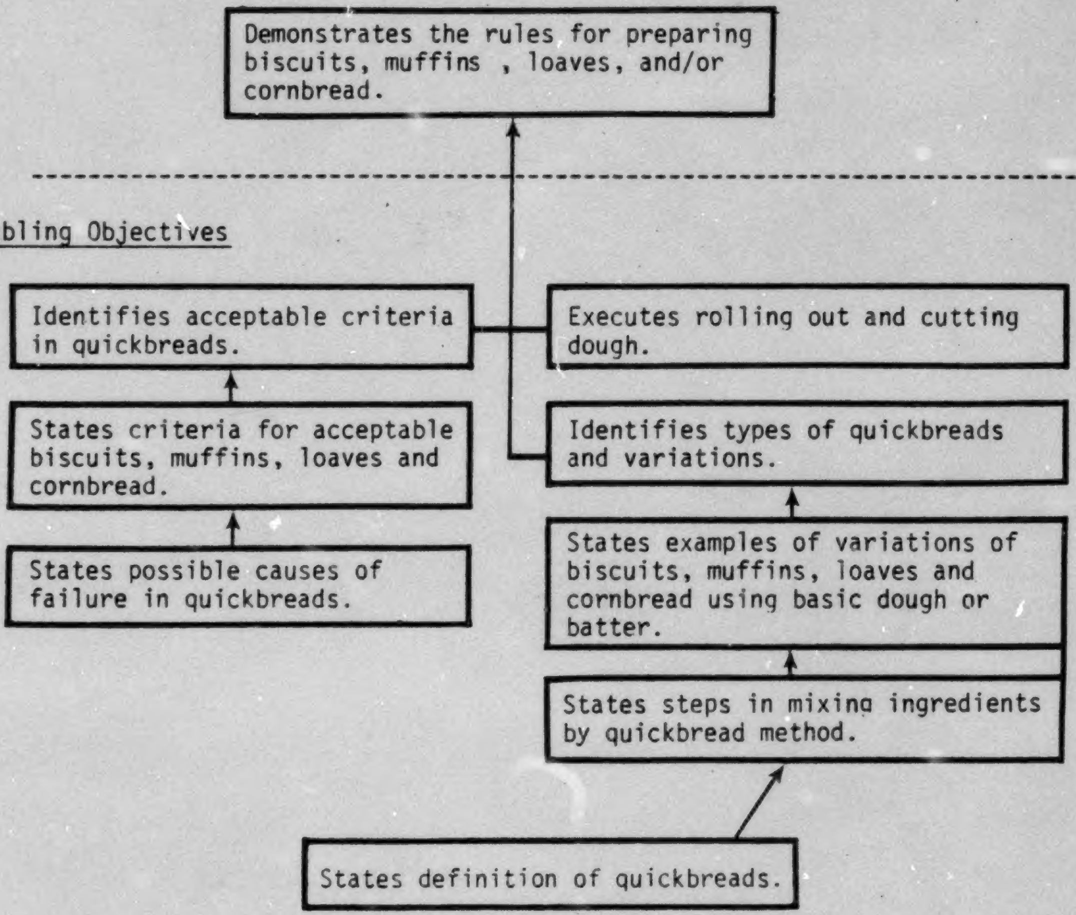
LEARNING HIERARCHY

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare at least two quickbreads (biscuits, muffins, loaves, cornbread). Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objective

Enabling Objectives


Demonstrates the rules for preparing biscuits, muffins , loaves, and/or cornbread.
Identifies acceptable criteria in quickbreads.
Executes rolling out and cutting dough.
States criteria for acceptable biscuits, muffins, loaves and cornbread.
Identifies types of quickbreads and variations.
States possible causes of failure in quickbreads.
States examples of variations of biscuits, muffins, loaves and cornbread using basic dough or batter.
States steps in mixing ingredients by quickbread method.
States definition of quickbreads.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet.
5. Complete worksheet #1.
6. Complete activities #1 and #2.
7. Request post-test from instructor - complete. Consumable.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Go over objectives and vocabulary words with group.
2. Divide class into small groups. Assign a quickbread category to each group. Have students research the assignment. Report to total group for further discussion.
3. Have each small group prepare a type of quickbread, using the recipes suggested in activities #1 and #2.
4. Direct students to complete worksheet #1.
5. Direct students to complete post-test. Collect and evaluate.
6. Direct students, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

   a. Elementary Baking , 1969 edition.
   b. Exploring Professional Cookery, 1980 edition.
   c. The Bakers' Manual.

II. Audio-Visual Aids

   a. Filmstrips - Biscuit Bakin' and Muffin Mixin'
      (From Self Rising Flour and Corn Meal Program,
      14 East Jackson Blvd. Room 1010, Chicago, IL,
      60604)

PROCESS SHEET (Continued)

- Biscuits Plain and Fancy
- Muffin Making/Biscuit Making
  (From Betty Crocker, General Mills, Inc., 9200
  Wayzata Blvd., Minn., MN)
- Baking Fundamentals
  (From Crisco)
- Food Service: Baking and Breakfast
  (From Prentice-Hall Media, 150 White Plains Rd.,
  Tarrytown, NY, 10591)

b. Transparencies - Food Basics: Bakery Products
(From Career Aids, Inc., 8950 Lurline Ave.,
Dept. V14, Chatsworth, CA 91311)

III. Activities

1. Have students read and collect information and pictures of each category in this module.
2. Have students plan menus using the items in this module as the 'bread' for the meal.
3. Develop a bulletin board: "Quickbreads."
4. Practice making quickbreads at home.
5. Have students practice making quickbreads in class on a competitive basis, using preparation time and the complete product as a basis for evaluation (may be evaluated by the teacher or students.)
6. Observe an employee in the school cafeteria or other food service establishments making quickbreads in quantity.

PRE-TEST

Prepare Quickbreads

Directions: Read each statement below carefully. If it is correct, write "T" in the blanks provided. If incorrect, write "F."

_____ 1. Variations in biscuits and muffins are made by adding extra ingredients for flavor.

_____ 2. Banana bread is a type of loaf bread.

_____ 3. Muffins have basically the same ingredients as biscuits, with the addition of extra flour.

_____ 4. Loaf breads have the same ingredients as muffins, except cornmeal is used instead of flour.

_____ 5. Corn muffins are a cornbread batter which is mixed and baked like muffins.

_____ 6. Biscuits that are too tough result from too little mixing or not enough shortening.

_____ 7. All quickbreads should be tender and moist on the inside.

_____ 8. Muffins are quickbreads which should be pale-yellow on the inside.

_____ 9. Quickbreads should be dark brown on the outside.

_____10. In mixing quickbreads, it is best to mix all ingredients, both liquid and dry, at the same time.

_____11. The more you dust dough with flour while rolling it out, the tougher and drier it becomes.

_____12. The longer you knead dough the softer and more pliable it becomes.

_____13. Many food service establishments have built a reputation on their top-quality quickbreads.

_____14. Brownies are a variation of loaf bread.

_____15. Baking powder, baking soda and yeast cause baked goods to rise while baking.

STUDENT GUIDE SHEET

*Directions: To Student — Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet.
3. Complete worksheet #1.
4. Complete activities #1 and #2.
5. Request post-test from instructor - complete.
6. Turn completed work in to instructor.
7. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Cream - To combine shortening with sugar or flour until well blended.
2. Cut In - To distribute fat into dry ingredients in small particles, using a chopping motion.
3. Dust - To spread flour (or another dry ingredient) on a table or dough to prevent sticking.
4. Fold In - To gently blend an ingredient into a mixture, using an up-and-over lifting motion.
5. Knead - To work dough with the hands.
6. Leavening Agent - A substance which causes a product to rise while baking.

INFORMATION SHEET

Quickbreads are one of the simplest bakery items to prepare; however, they are extremely important to the success of most food service establishments. Because customers want and expect hot breads, many food service establishments build their reputation on the quickbreads they feature on their menu. Quickbreads acquired their name because they are made with a quick acting leavening agent, such as baking powder. They can be prepared in a short amount of time.

Types of Quickbreads

Biscuits are a favorite quickbread at any meal and may be mixed in a variety of ways, depending on the ingredients used. The basic ingredients are: all-purpose flour, baking powder or soda, sugar, salt, shortening and milk. These ingredients form a dough which is then either dropped on a baking sheet or rolled out and cut into the desired shape.

Muffins are another favorite quickbread for any meal, and like biscuits, may be made in a variety of ways depending on the ingredients. The basic ingredients are the same as biscuits, with the addition of eggs and other flavoring agents.

Loaf-type quickbreads are simply muffin batter baked in a loaf pan. A loaf may take longer than muffins to bake, but it saves time in pan preparation and keeps fresh longer, since the loaf is not sliced until it is ready to be served. Cooled loaves can be sliced and served at mealtime or wrapped and frozen for later use. Certain quickbreads, including the popular banana bread, are best made and served as a loaf.

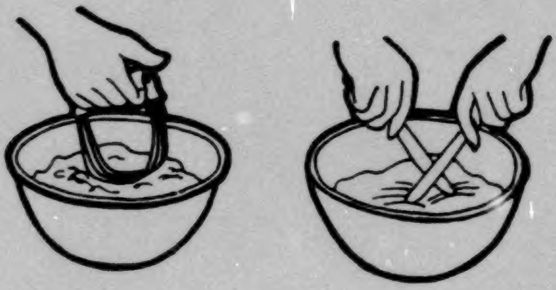
Cornbread may be mixed in a method similar to muffins, or it may involve a three-stage method such as, blending an egg-milk mixture into the dry ingredients and stirring in melted shortening. The liquid should be added slowly to prevent forming lumps because cornmeal does not absorb liquid very quickly. Avoid overmixing.

Hints for mixing and baking quickbreads:

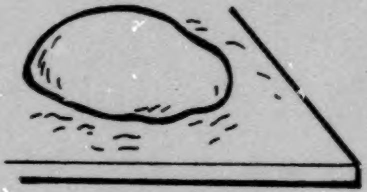
- -Measure the leavening agent carefully. Too much will cause the bread to run over the top of the pan and burn or rise and then fall back. Too little will cause the bread to be small, heavy and soggy.
- -Do not overmix, or the final product will toughen.
- -Baking pans must be clean and thoroughly (but lightly) greased to prevent sticking.
- -Thorough creaming of sugar, shortening and eggs results in a light batter.
- -Mixing in flour and milk alternately makes a smoother batter with no lumps.

Preparing Rolled Out Biscuits

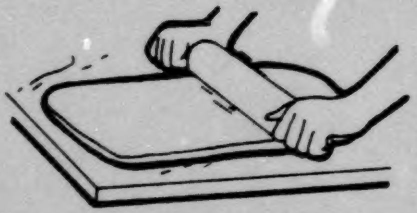
1. Sift all dry ingredients (sugar, salt, baking powder, flour) together.
2. Cut shortening into the flour mixture with a pastry blender or two knives. Cut in until small pieces, about the size of grains of rice, are formed.



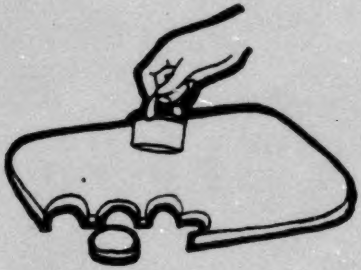
3. Add milk and stir lightly until smooth dough is formed and pulls away from the sides of the bowl. (Use the dough hook attachment on a commercial mixer).
4. Remove the dough from the mixing bowl and place it on a worktable dusted with flour. Knead gently about 30 to 60 seconds. Let the dough rest 5 to 10 minutes before rolling it out.



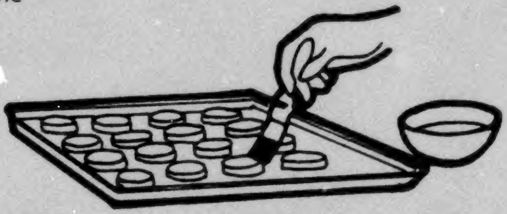
5. Dust the rolling pin and flatten dough gently with the palms of the hands. Roll out dough with the rolling pin from the center to the sides, lifting the rolling pin when it reaches the edge of the dough.
   *NOTE: The dough should be 1/2 the desired thickness of the final product when it is rolled out. Be sure the dough is of even thickness before cutting out biscuits, so biscuits will be equal in size. Avoid extra kneading and rolling because the final product will be toughened.



6. Cut dough with a biscuit cutter. (Dip the cutter in flour if the biscuits tend to stick to it.) Cut the biscuits as close together as you can without spoiling their shape, to avoid having scrap dough.



7. Place biscuits about 1/2" apart on a baking sheet that has been lightly brushed with shortening.
8. Gather pieces of extra scrap dough together and knead them gently into a square. Allow the dough to rest for a few minutes and then roll out and cut biscuits as before. Repeat this until all the dough is used. *NOTE: If there is any extra flour on top of the biscuits, brush it off.
9. Brush the tops of the biscuits with egg wash, for a shiny brown, or melt butter/margarine, for a dull brown.
10. Bake biscuits about 12-15 minutes in preheated (425°F) oven until the bottom crust is lightly browned.



Preparing Muffins

1. Cream together sugar, shortening and eggs using a round stirring motion.
2. Sift together flour, salt and leavening agent.
3. To the creamed ingredients, alternately mix in the flour mixture and milk.
4. Fold in any "extras," such as raisins or blueberries.
5. With a spoon, put batter into lightly-greased muffin tins. The tins should be only 1/2 full because they will rise in baking.
6. Bake in a preheated oven (385°F) until golden brown. *NOTE: If a muffin springs back after is is gently touched in the center, it is done.
7. Cool slightly. Remove from pan while still warm, to prevent sticking.

To prepare loaf-type quickbreads or cornbread, follow the basic outline for muffins and specific directions given in the recipe used.

Criteria for Judging Quality Quickbreads

I. Biscuits:

Outside Characteristics
Shape - Uniform; straight sides and level tops on rolled biscuits.
Size - Uniform; twice the size of unbaked biscuits.
Color - Uniform; golden brown tops and bottoms free from spots.
Crust - Tender; moderately smooth, free from excess flour.

Inside Characteristics
Color - Creamy white; free from spots.
Grain - Flaky.
Texture - Tender; slightly moist, light.
Flavor - Pleasing; well-blended with no bitterness.

II. Muffins and Loaves

Outside Characteristics
Shape - Slightly rounded tops ; symmetrical; pebbly top.
Color - Even, golden brown.
Texture - Crust tender, crumb moist ; med. fine grain.
Flavor - Pleasing, well blended with no bitterness.

Inside Characteristics
Color - Creamy white, free from yellow streaks.
Grain - Round, even cells; free from tunnels.
Texture - Tender, moist, light.
Flavor - Pleasing, well blended with no bitterness.

III. Cornbread

Outside Characteristics
Shape - Uniform ; free from peaks, slightly rounded top.
Size - Uniform
Color - Uniform ; golden brown.
Crust - Slightly cracked, medium rough.

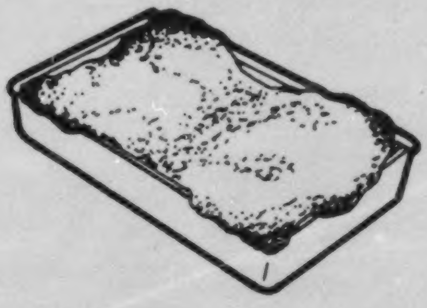
Inside Characteristics
Color - Pale yellow or yellow ; free from large pieces of cornmeal.
Grain - Rounded, even cells, slightly open.
Texture - Tender, slightly moist, crisp.
Flavor - Pleasing, cornlike, with no rancid "off" flavor.

(35) T.10
S.6

Causes of Poor Quality Quickbreads

A. Outside Appearance

1. Bottom crust too dark - not baked on shiny pan; baked too close to oven bottom.
2. Irregular shape - too much liquid; dough not rolled to uniform thickness; improper cutting of dough; uneven oven heat.
3. Rough - too much or too little liquid; incorrect kneading or rolling.
4. Too dark - oven too hot; baked too long.
5. Too pale - oven temperature too low; dough too stiff.
6. Too small - overmixing or handling; too much shortening; oven too hot.
7. Uneven color - incorrect placement in oven; uneven oven heat; shape uneven; rolled too thin.
8. Tough - overmixing or handling; too much flour; incorrect oven temperature.



B. Inside Appearance

1. Crumbly - too much shortening; not mixed enough.
2. Heavy - too much shortening or flour; underbaking; overmixing.
3. Not flaky - too much or too little mixing of shortening with flour mixture; not enough shortening; insufficient kneading.
4. Poor color - too much shortening; poor quality ingredients.
5. Tough - overmixing; not enough shortening.

CONSUMABLE

WORKSHEET #1

I. List and describe four types of quickbreads.

a.

b.

c.

d.

II. Arrange in order (from 1-10) the steps for preparing rolled out biscuits. Write "1" beside the first step, "2" beside the second and so on.

____ Add milk and stir until dough pulls away from side of bowl.
____ Place biscuits ½" apart on baking sheet.
____ Bake in preheated oven 12-15 minutes.
____ Sift all dry ingredients together.
____ Cut dough with biscuit cutter.
____ Remove dough from bowl and knead for 30 to 60 seconds. Let dough rest.
____ Brush tops with egg wash or butter/margarine.
____ Gather dough scraps and roll out again.
____ Cut shortening into flour mixture.
____ Roll out dough.

III. Describe the method for preparing muffins as compared to the preparation of biscuits listed above. Write your answer in the space below.

IV. List 5 criteria for judging quality quickbreads.

1.
2.
3.
4.
5.

V. Explain what might cause the poor quality quickbreads below. (Ex: crumbly muffins-too much shortening; not mixed enough)

a. heavy biscuits -

b. dark crusted loaves -

c. tough biscuits -

d. uneven color cornbread -

ACTIVITY #1

Directions: Prepare rolled out biscuits as directed in any standardized quantity foods recipe (see for example Baking Powder Biscuits in Food For Fifty.) Your instructor will evaluate your final performance and product(s).

ACTIVITY #2

Directions: Prepare at least one muffin, loaf-type, quickbread, or cornbread recipe as directed in any standardized quantity foods recipe (see for example Plain Muffins, Banana Bread, or Cornbread.) Your instructor will evaluate your final performance and product(s).

(35) T.13
S.9

POST-TEST

Prepare Quickbreads

I. Read each statement below. If you think the statement is correct, write the word "True" in the blank provided. If you disagree, fill in the space with the correct word.

1. __________ The key ingredient, and the one from which the name "quickbread" developed, is baking soda.
2. __________ Quickbreads meet a need in the food service establishment today because emphasis is placed on speed.
3. __________ The ingredient in the preparation of biscuits that supplies color and helps retain moisture is milk.
4. __________ The quickbread that takes the least time to prepare is biscuits.
5. __________ The secret of a successful muffin lies in the baking.
6. __________ Cornbread and cornstick batters differ only in flavor.
7. __________ Biscuits are rolled or poured before baking.
8. __________ Loaf-type quickbreads take a longer time to bake than muffins.
9. __________ Pour liquids into cornmeal quickly.
10. __________ Do not grease pans for quickbreads.
11. __________ Use a pastry blender or two forks to cut shortening into flour.
12. __________ Let biscuit dough rest for thirty minutes before rolling it out.
13. __________ Fill muffin tins 3/4 full of batter.
14. __________ Remove muffins from tins when they are completely cool.
15. __________ Muffins should be smooth on top.

II. Read each statement below, and circle the letter of the answer which best completes the statement.

1. Quickbreads are called "quick" because:
   a. they can be made ahead of time and frozen.
   b. they are baked at a high temperature.
   c. they do not require rising time.
   d. they do not have a leavening agent.

POST-TEST (Continued)

2. Which of the following is not an example of a quickbread?
   a. pancakes c. cornsticks
   b. dinner rolls d. date nut bread

3. Which of the following is not used as a leaving agent in quickbreads?
   a. baking powder c. buttermilk
   b. baking soda d. yeast

4. Too much leavening agent will cause the quickbread to:
   a. fall in c. be heavy
   b. be small d. be soggy

5. Overmixing the batter causes the final product to be:
   a. burned c. tough
   b. soggy d. heavy

6. The difference between muffins and biscuits is:
   a. biscuits contain sugar, muffins do not
   b. muffins contain eggs, biscuits do not
   c. biscuits take longer to bake
   d. muffins require a different type of flour

7. If biscuits are tough, one reason may be:
   a. too much handling
   b. too much leavening agent
   c. too much liquid
   d. baked at too high a temperature

8. Which of the following is not a criteria of an acceptable biscuit?
   a. free from tunnels c. doubled in size
   b. flaky d. straight top

9. Baking on non-shiny pans causes:
   a. undercooked products
   b. a burned top
   c. the bottom crust to be dark
   d. a tough product

10. To aid in cutting dough with a biscuit cutter:
   a. roll dough out thin c. dip it in water
   b. grease it first d. dip it in flour

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Quickbreads

Directions: Place a check in the column which best describes student performance. All item must receive a rating of acceptable, or further work may need to be planned.

I. Process	Biscuits			Other		
	A	N	NA	A	N	NA
-Followed safety procedures.						
-Followed personal safety habits.						
-Followed sanitation techniques.						
-Displayed personal hygiene.						
-Cleaned up work area.						
II. Product -						
Outside Characteristics -Has uniform size and shape.						
-Has level top and straight sides.						
-Has rounded, pebbly top.						
-Has uniform, golden brown crust.						
Inside Characteristics -Is tender, flaky and slightly moist.						
-Is creamy white or pale yellow in color.						
-Has a pleasing flavor.						

FINAL PERFORMANCE CHECK

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

(35) T.16
S.12

WORKSHEET & EVALUATION KEY

PRE-TEST

(1) T, (2) T, (3) F, (4) F, (5) T, (6) F, (7) T, (8) T, (9) F, (10) F, (11) T, (12) F, (13) T, (14) F, (15) T

WORKSHEET #1

I. biscuits, muffins, loaves, cornbread. Descriptions will vary.

II. 3, 7, 10, 1, 6, 4, 9, 8, 2, 5

III. Cream together sugar, shortening and eggs using a round stirring motion. Sift together dry ingredients. Add alternately with milk. Fold in extras then spoon batter into muffin tins. Bake in preheated oven until golden brown.

IV. Uniform shape and size, tender crust, flaky texture, pleasing flavor and creamy white or yellow color.

V. Heavy biscuits - too much shortening, overmixing;dark crusted loaves - oven too hot, baked too long;tough biscuits - overmixed; Uneven color cornbread - incorrect placement in pan or oven.

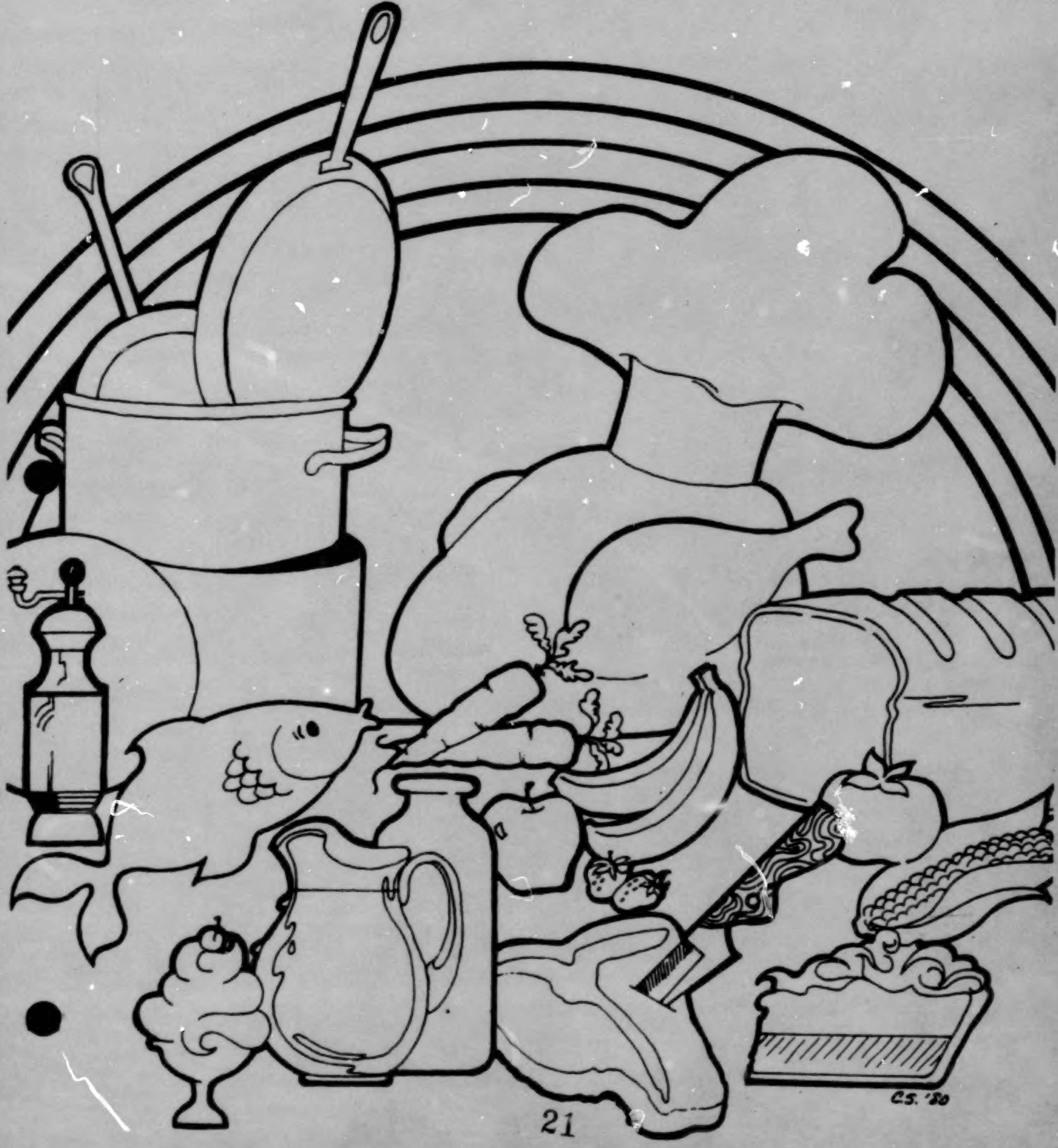
POST-TEST

I. (1) Powder, (2) True, (3) Sugar, (4) Muffins, (5) Mixing, (6) Consistency, (7) Spooned, (8) True, (9) Alternately, (10) Do, (11) True, (12) 5-10 minutes, (13) ½, (14) Warm, (15) pebbly

II. (1) c, (2) b, (3) [illegible], (4) a, (5) c, (6) b, (7) a, (8) d, (9) c, (10) d

Food Service Worker

MODULE 36: PIES



PIES

Competence Area: F. Food Preparation

Competency Statement: 18.00 Prepare Pies

			Level
Tasks:	.01	Prepare crumb crust	Basic
	.02	Prepare baked single-crust	Basic
	.03	Prepare baked double-crust	Basic
	.04	Prepare fruit filling	Basic
	.05	Prepare cream filling	Basic
	.06	Prepare custard filling	Basic
	.07	Prepare chiffon filling	Advanced

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare at least two pies, with crumb or dough crust and fruit or cream/custard filling. Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-8, 9-18, 24

(36) T.1
S.1

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare at least two pies, with crumb or dough crust and fruit or cream/custard filling. Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable

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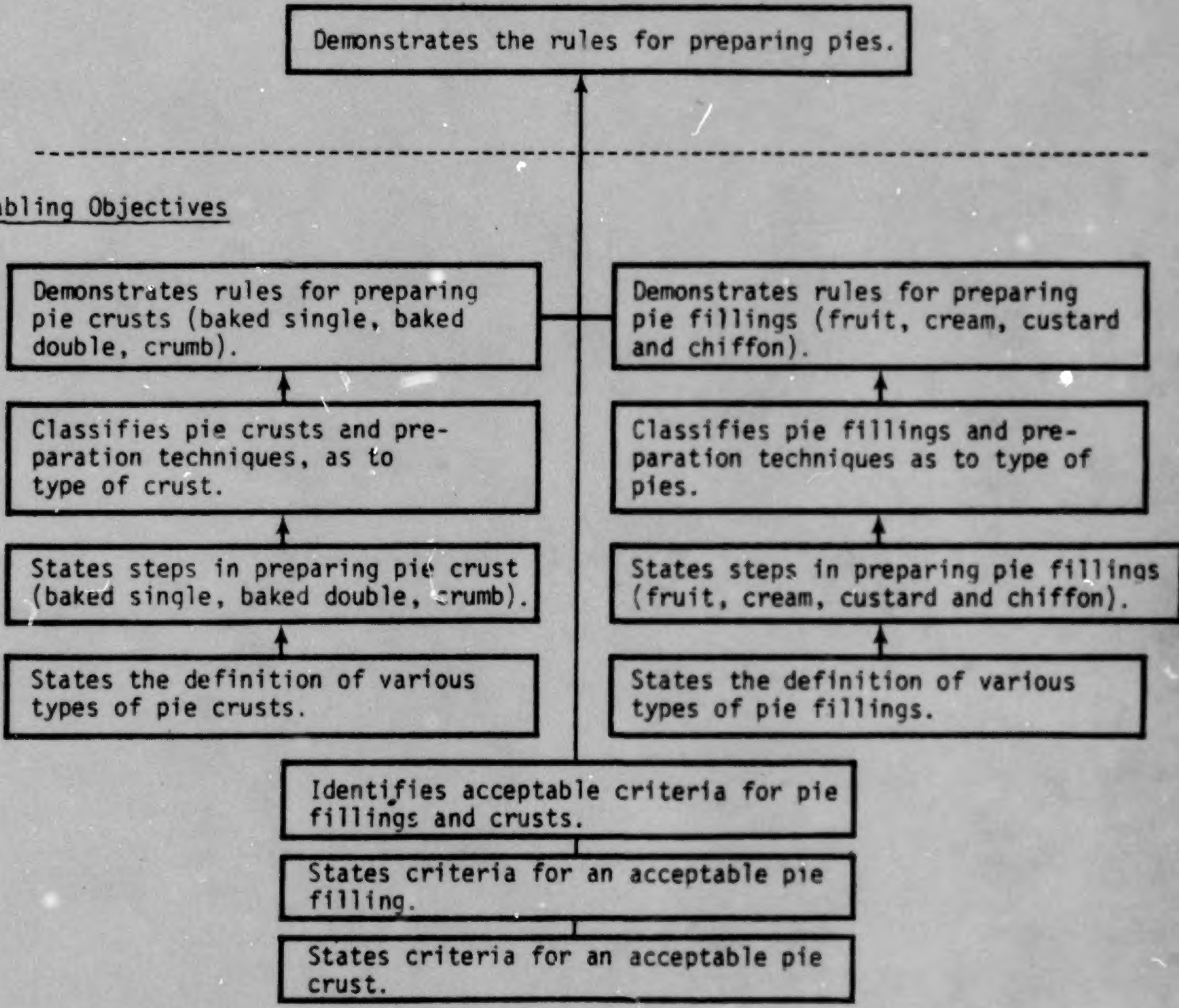
Performance Objective



Demonstrates the rules for preparing pies.

Enabling Objectives

Demonstrates rules for preparing pie crusts (baked single, baked double, crumb).

Classifies pie crusts and preparation techniques, as to type of crust.

States steps in preparing pie crust (baked single, baked double, crumb).

States the definition of various types of pie crusts.

Demonstrates rules for preparing pie fillings (fruit, cream, custard and chiffon).

Classifies pie fillings and preparation techniques as to type of pies.

States steps in preparing pie fillings (fruit, cream, custard and chiffon).

States the definition of various types of pie fillings.

Identifies acceptable criteria for pie fillings and crusts.

States criteria for an acceptable pie filling.

States criteria for an acceptable pie crust.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheets #1 and #2.
5. Complete worksheet #1. Consumable.
6. Complete activities #1 and #2.
7. Request post-test from instructor - complete. Consumable.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Discuss objectives with group.
2. Discuss vocabulary words and introduce pie crusts and fillings.
3. Direct students to read a reference on the topic of pie crusts. (For example, those readings suggested below.)
4. Discuss pie fillings, using information sheet #2.
5. Direct students to complete worksheet #1. Discuss.
6. Direct students to work in small groups to complete activities #1 and #2. Assign each group a different type of pie crust and filling. Taste and evaluate.
7. Direct students to complete post-test. Collect and evaluate.
8. Direct students, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

   a. Exploring Professional Cooking. 1980 edition.
   b. Discovering Food, 1978 edition.
   c. Elementary Baking, 1969 edition.

II. Audio-Visual Aids

   a. Film Loops (16 mm) - Making A Pie Shell
                                        - Two Crust Pies

-Lemon Pie Filling
(From McGraw Hill, Mid-Continent Distribution Center, Manchester, MO 63011)

b. Slides - Cutting and Portioning 2-crust Pies
(From Kansas State University)

c. Filmstrips - Food Service: Baking and Breakfast Cookery
(From Prentice-Hall Media, 150 White Plains Rd., Tarrytown, NY 10591)

d. Transparencies - Food Basics: Bakery Products
(From Career Aids, Inc., 8950 Lurline Ave., Dept. V14, Chatsworth, CA 91311)

III. Activities

1. Assign students to demonstrate preparing different kinds of pie crust and/or fillings.
2. Make a collection of pictures, labels, recipes, etc. of kinds, types and brands of pie filling.
3. Visit a restaurant or bakery to observe pies being made.
4. Have a baker come in and demonstrate preparing pies.
5. Make pie pastry using different fats and let class taste and rate.

CONSUMABLE

PRE-TEST

Prepare Pies

Directions: Write "True" in the blank, if the statement is true. Write "False," if the statement is false.

_____ 1. A one-crust pie can be either pastry or crumb.

_____ 2. The bottom of a pastry crust should be pricked after it comes out of the oven.

_____ 3. A deep-dish pie has a bottom crust only.

_____ 4. Salt is a necessary ingredient in pastry.

_____ 5. The amount of liquid called for in a recipe must be strictly followed.

_____ 6. A top crust needs to have slits so the juice from the filling can escape.

_____ 7. Pies should be left out to cool before refrigerating.

_____ 8. A crumb crust is held together with shortening.

_____ 9. A tart is a small pie.

_____10. Cream pies are baked in an unbaked shell.

_____11. Flour varies in the amount of water it can absorb.

_____12. Panning is stirring the pie filling into the pan.

_____13. A double crust pie is made using a crumb crust.

_____14. Cream pie fillings are the same as custard pie fillings.

_____15. A pie shell should be thoroughly cooled before pouring the filling in.

_____16. The edge of a pie is fluted or crimped to keep the filling from running out the sides.

_____17. Pastry that is too tough was not kneaded long enough.

_____18. Baking is optional for a crumb crust.

_____19. Custard pies are baked in an unbaked pastry.

_____20. A fruit pie requires fresh fruit.

STUDENT GUIDE SHEET

*Directions To Student: Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheets #1 and #2.
3. Complete worksheet #1. Consumable.
4. Complete activities #1 and #2.
5. Request post-test from instructor - complete.
6. Turn completed work in to instructor.
7. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Crimp - To make a pie crust edge with a fork.

2. Flute - To make a pie crust edge with a scalloped effect, using the fingers.

3. Panning - Method of putting pie dough in a pan.

4. Prick - To pierce or puncture the pastry with a sharp object.

5. Roll - To flatten dough with a rolling pin.

#1 INFORMATION SHEET

Pie is America's #1 dessert. Pie can add variety to any menu, and most restaurants offer several choices for pie to the diner. There are many varieties of pie available: fruit pies, cream pies, custard pies and chiffon pies. Certain kinds of pies are served hot, others are served cold. Some have a meringue topping, others do not have a topping at all. Regardless of the description, pies certainly are an American favorite, with everybody having their own favorite!

Methods of Preparing Pie Crust

I. Dough Method

Pie crust dough is made from flour, fat, water and salt. The amount of flour and water may vary as flour varies in the amount of water it can absorb. The weather will affect the amount of water needed. On a humid day, more flour will be needed; on a dry day, less.

Fat helps make pie crust tender and flaky by forming flakes or layers of dough. Shortening is most commonly used as the fat for pie dough. It makes the flakiest dough. Lard, chicken fat, butter, margarine or oil can also be used. They give a different flavor and texture that is short and tender.

Types of Pie Crust

A. Single-Crust Pie (cream, custard, chiffon, etc.)

1. Follow dough recipe.
2. Roll and pan dough*
3. Using a sharp knife or scissors, trim off pastry 1/2 inch beyond the edge of pan.
4. Fold under 1/2 inch at edge of pan.
5. Shape the edge (see fluting, crimping)
6. Fill pastry with filling.
7. Bake according to recipe.
   If pie shell is to be pre-baked, you must prick holes in the pie shell with a fork to allow steam to escape.

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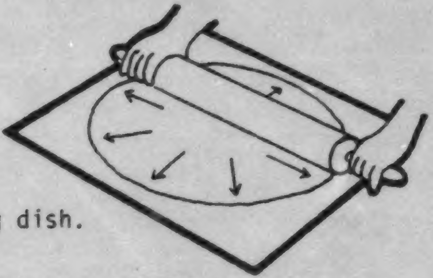
S.3

INFORMATION SHEET #1 (Continued)

B. Double-Crust Pie (fruit pies, etc.)

1. Follow dough recipe.
2. Roll and pan dough*
3. Trim extra dough from the bottom crust, even with the edge of the pan.
4. Prepare filling and let it stand in the mixing bowl.
5. Roll out the second ball of dough.
6. Spoon the filling into panned pie crust, spread evenly.
   Do not let filling drop on the crust edge or pie pan rim. If it does, wipe it off. It can prevent the pie from sealing properly!
7. Fold top crust in half, place over half the filled pie. Unfold.
8. Trim pastry to 1/2 inch beyond pie pan. Lift slightly edges of top crust. Moisten the top of the bottom crust along the edges with cold water.
9. Fold remaining 1/2 inch of top crust under the bottom crust. This seals the two crusts.
10. Shape the edge.
11. Slit top crust with knife to allow steam to escape.
12. Bake according to recipe.

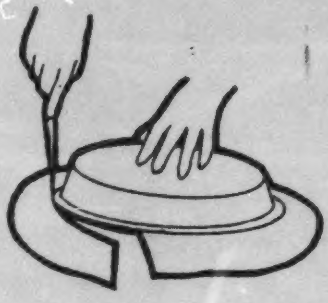


C. Deep-Dish Pie (fruit cobblers, etc.)

1. Follow dough recipe.
2. Prepare filling and place in baking dish.
3. Cover with crust.
4. Bake according to recipe.
5. Serve hot with cream.

D. Tart (fruit or custard - small pie)

1. Follow dough recipe.
2. Roll and pan (in tart pans) *
3. Follow procedure for single-crust pies.
4. A topping may be used (whipped cream, meringue).



INFORMATION SHEET #1 (Continued)

II. Crumb Crust Method

Crusts for single-crust pies can be made from crumbs rather than dough (ice box, cheese cake)

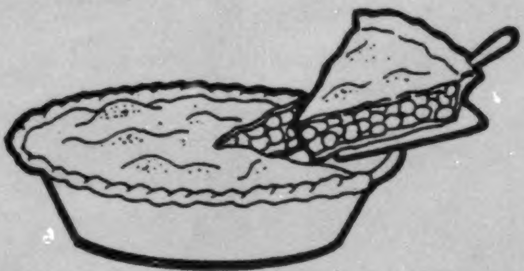
1. Follow recipe.
2. Use finely crushed graham crackers, gingersnaps, vanilla wafers or chocolate cookies. To make crumbs, crush crackers with a blender or place between wax paper or in a bag and crush with a rolling pin.
3. Mix crumbs with melted margarine or butter and sugar.
4. Pat mixture to fit into pan.
5. Crumb crust may be baked or refrigerated.
6. Fill according to pie filling instructions.

To Bake Pies

Bake pie and/or pie shell in a preheated oven at the temperature given in the recipe.

Criteria for Acceptable Pie Crust

-Crisp, tender, flaky
-Evenly browned
-Delicate, sweet, nutlike flavor



Rolling and Panning (Dough Method)*

1. Make dough.
2. Weigh 5 oz. dough for each 8-inch crust (4 oz. dough for top crust for 8-inch crust).
3. Roll into circle 2 inches larger than pie pan.
4. Fit crust into pan so that there are no air spaces.
5. Trim with scissors or knife, leaving 1/2 inch extra for edge.
6. -For custard type pie, crimp edge, add filling and bake.
   -For cream or chiffon pies, crimp edge and prick crust. Bake in hot oven (425°F) 10 min. or until light brown. Cool and add filling.
   -For two-crust pie - fill bottom pie shell with filling and cover with top crust. Trim, flute and seal two crusts together. Cut slits or prick to allow steam to escape. Bake as directed.

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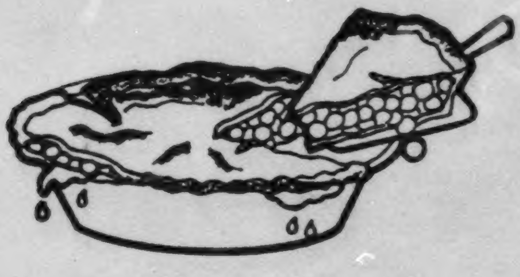
S.5

INFORMATION SHEET #1 (Continued)

PROBLEM PASTRY!

Problem	Possible Reason	What To Do
Dough dry and crumbly	1. Insufficient blending	a. Blend ingredients more thoroughly. b. Let dough stand a few minutes before rolling.
	2. Not enough water	a. Measure water at eye level. b. Flour varies in amount of water it can absorb.
Pastry tough	1. Shortening, flour or water measured inaccurately	a. Sift flour before measuring. b. Measure all ingredients properly. c. Use very little flour on board when cutting.
	2. Handled too much	Knead the appropriate length of time.
Shrinking or buckling of crust	1. Pastry was stretched to make it fit the pan	Do not stretch dough ; ease it in (see panning).
	2. Pastry not adequately pricked on sides and bottoms before baking	a. Prick pastry generously over bottom and sides. b. For first 5 minutes bake crust with pie pan sitting on pie shell. Remove pan and brown. c. After it has baked about 5 minutes, look at it and prick any "blisters."



#2 INFORMATION SHEET

Preparing Pie Filling

I. Cooked

A. Fruit (most popular) examples are apple, peach, strawberry, cherry, etc. Fruit fillings can be prepared from dried, frozen or fresh fruit. Follow recipe instructions for preparation.

B. Cream - examples are coconut, banana, vanilla, chocolate. Cream filling is made from milk, sugar, salt, cornstarch, egg yolks, butter or margarine and vanilla. Variations are made by adding ingredients. The filling is poured into a baked pie shell which has cooled. Follow recipe instructions for preparation.

C. Custard - examples are egg, chocolate and tapioca. Custard pies are made from eggs, sugar, salt, vanilla and milk. For variations, other ingredients are added. The filling is baked in the pie shell. Follow recipe instructions for preparation.

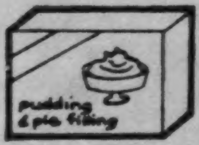
D. Chiffon - examples are lemon, chocolate, etc. The basic ingredients in a chiffon pie are gelatin, cold water, egg yolks, sugar, salt, egg whites and flavoring. The chiffon filling is mixed and poured into baked pie shells and chilled. Follow recipe instructions for preparation.

II. Instant

Many pie fillings may be purchased ready-to-be-placed in the pie shell. Fruit pie filling is available in cans ready-to-pour into the pie shell. Cream pies can be made by using instant or canned puddings. Read and follow package instructions for each brand.

As a food service worker, you should also be aware that many varieties of pies are available ready-made. They may need to be baked, reheated or thawed.

Cherry
Filling



(36) T.11
S.7

Criteria for Acceptable Pie Filling

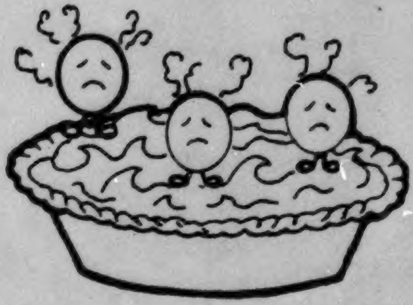
- Pleasant appearance (eye appeal)
- Holds its shape, but is not too stiff
- Flavorful

How to Fill a Pie Shell

- Pie filling should be poured or spooned into the pie crust, according to the recipe. It should be spread evenly, not too full. Too much pie filling may leak out as it bakes. Recipes recommend the amount to measure out for the pie crust.

Storing Pies

- Store fruit pies in the refrigerator. If you wish to serve them warm, reheat them.
- Custard and cream pies should be refrigerated immediately after baking. Do not let them stand at room temperature. Bacteria grows rapidly and may cause illness.



CONSUMABLE

WORKSHEET #1

I. List and describe two methods of preparing pie crust.

1.

2.

II. List three types of pie crust and an appropriate pie filling for each

1.
2.
3.

III. What is the criteria for an acceptable pie crust? pie filling?

IV. Explain the dough method for rolling and panning pie crust.

V. Describe the proper procedure for storing fruit pies and cream/ custard pies.

WORKSHEET

ACTIVITY #1

Directions: Prepare at least one dough crust recipe as directed in any standardized quantity foods recipe (see for example, Pastry I and Pies Made with Canned Fruit, Fresh Apple Pie, or Custard Pie in Food For Fifty.) Your instructor will evaluate your performance and final product(s).

ACTIVITY #2

Directions: Prepare at least one crumb crust recipe as directed in any standardized quantity foods recipe (see for example, Graham Cracker Crust and Cream Pie or Lemon Chiffon Pie in Food For Fifty.) Your instructor will evaluate your performance and final product(s).

(36) T.14
S.10

CONSUMABLE

POST-TEST

Prepare Pies

I. What method of preparing pie crust is used in the following. Write the correct name (dough or crumb) in the blanks provided.

a. Crushed graham crackers, gingersnaps, vanilla wafers, or chocolate cookies - ______________________.

b. Flour, fat, water, salt - ______________________.

II. Match the crusts on the right with the pies on the left. Write the correct letter in the blanks provided. NOTE! some blanks may contain more than one letter.

PIES	CRUSTS
_____ 1. cream	A. Single crust
_____ 2. fruit	B. Double crust
_____ 3. custard	C. Crumb
_____ 4. cobbler	
_____ 5. cheesecake	

III. Number the following steps (1-10) for preparing a double-crust pie with "1" as the first step and "10" as the last step.

_____ 1. Shape and slit top crust with knife.
_____ 2. Trim extra dough from bottom crust.
_____ 3. Roll out second ball of dough.
_____ 4. Trim top pastry to ½ inch beyond pie pan.
_____ 5. Prepare dough recipe.
_____ 6. Prepare filling and let it stand in the mixing bowl.
_____ 7. Roll and pan dough.
_____ 8. Spoon filling into panned pie crust.
_____ 9. Fold top crust in half and place over ½ the filled pie. Unfold.
_____ 10. Seal top crust to bottom crust.

IV. Read the statements below. Place a check (✓) beside those statements describing desirable (good) methods for preparing pie crust or filling.

_____ 1. Crumb crust is always baked, then refrigerated.
_____ 2. Custard pie filling is baked in the crust.
_____ 3. Dough pie crust is never pre-baked before filling is added.
_____ 4. Fruit fillings can only be made from fresh fruit.
_____ 5. Always place pie shell in a preheated oven for baking.

POST-TEST (Continued)

V. Draw a line from the problem you may have with a pie crust to the correct solution for that problem.

1. Dough dry and crumbly.
2. Pastry tough.
3. Shrinking or buckling of crust.

a. Do not stretch dough, ease it in.
b. Measure all ingredients properly.
c. After it has baked about 5 minutes, look at it and prick any "blisters."
d. Blend ingredients more thoroughly.
e. Knead the appropriate length of time.

VI. Match the cooked pie fillings with the appropriate ingredients/example AND methods of preparation listed below. Write the correct letters in the blanks provided. NOTE! Each blank should contain two letters.

FILLINGS

_____ 1. Fruit
_____ 2. Cream
_____ 3. Custard
_____ 4. Chiffon

INGREDIENTS/EXAMPLE

A. gelatin, eggs, water, sugar, salt/lemon
B. dried, frozen or fresh fruit/apple
C. milk, eggs, sugar, salt/tapioca
D. milk, sugar, cornstarch, eggs, fat/coconut

METHODS OF PREPARATION

e. Filling baked in pie shell.
f. Filling poured into baked pie shell and chilled.
g. Filling baked before or in pie shell.
h. Filling poured into cooled, baked shell.
i. Filling baked and poured into hot pie shell.

VII. Select from the list below criteria for acceptable (good) pie crust or filling. Circle the letter of the correct answer(s).

CRUST

a. Evenly browned
b. Nutlike flavor
c. Crumbly
d. Crisp and flaky
e. Thick and neat

FILLING

a. Starch taste
b. Free of lumps
c. Holds its shape
d. Full flavored
e. Thin texture

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Pies

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

	#1			#2		
I. Process	A	N	NA	A	N	NA
-Followed safety procedures						
-Followed personal safety habits.						
-Followed sanitation techniques.						
-Displayed personal hygiene.						
-Cleaned work area.						
II. Product						
A. Pie Crust						
-Shape, thin and neat						
-Size, fits pan well						
-Color, light golden brown						
-Crust, blistered & flaky						
-Texture, delicately crisp						
-Tenderness, not crumbly or tough						
-Flavor, rich and delicate						
B. Pie Filling						
-Smooth, free of lumps.						
-Full flavored.						
-No raw flour/starch taste.						

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

(36) T.17

✓✓✓ FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

(1) True, (2) False, (3) False, (4) True, (5) False, (6) False,
(7) True, (8) False, (9) True, (10) False, (11) True, (12) False,
(13) False, (14) False, (15) True, (16) False, (17) False, (18) True,
(19) True, (20) False

WORKSHEET #1

I. (1) dough method - mixture of flour, fat, water and salt
(2) crumb method - mixture of crushed cracker or cookie crumbs and butter or margarine

II. (1) Single crust - chocolate cream
(2) Double crust - apple
(3) Crumb crust - cream cheese

III. For pie crust - crisp, tender, flaky
evenly browned
delicate, sweet, nutlike flavor

For pie filling - pleasant appearance
holds its shape
flavorful

IV. Make dough. Weigh out 5 oz dough for each 8-inch crust. Roll dough into circle 2inches larger than pie pan. Fit crust into pan so that there are no air spaces. Finish according to type of pie. Bake as directed.

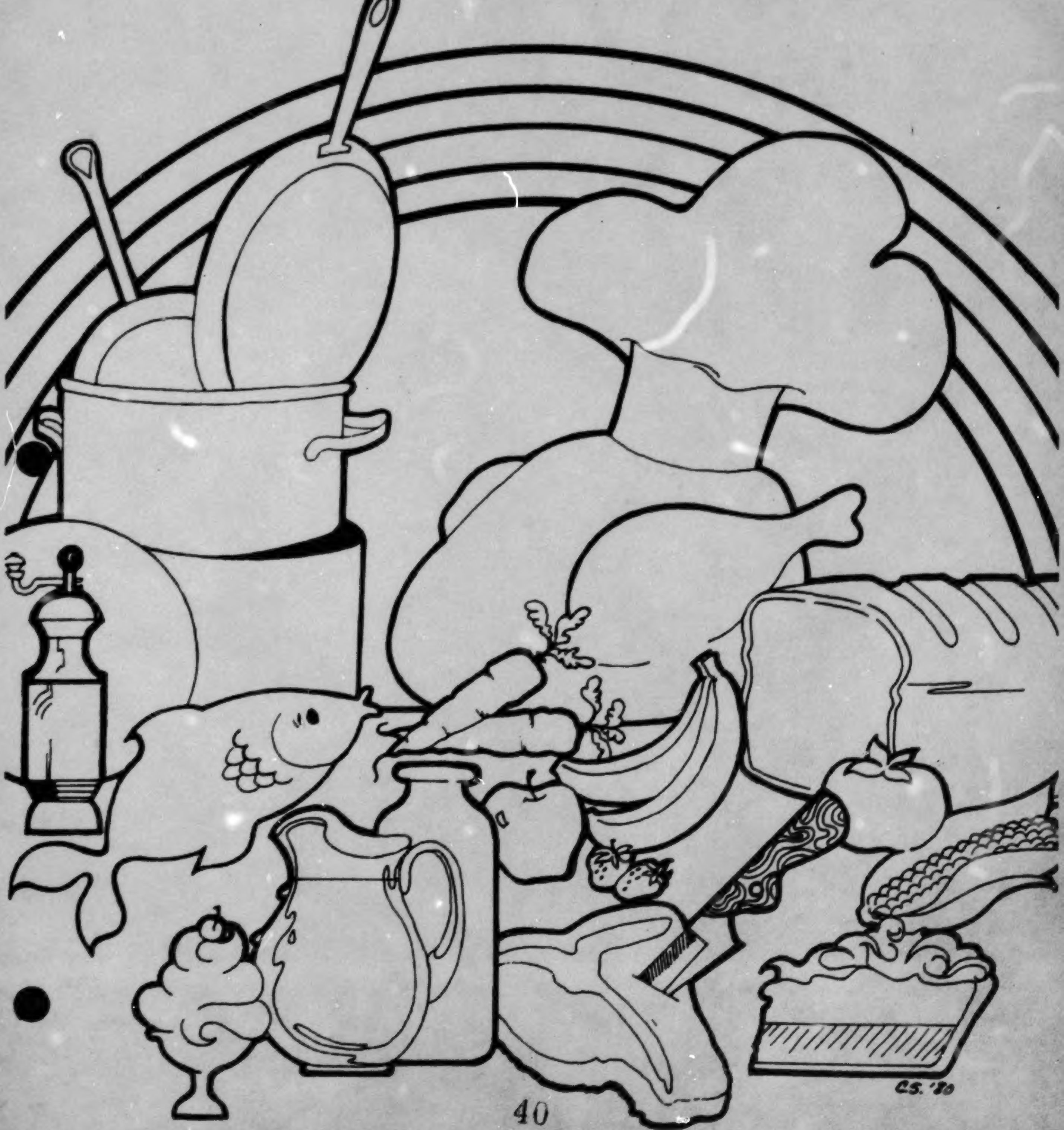
V. Store fruit pies and cream/custard pies in the refrigerator after baking. Do not let them stand at room temperature, where bacteria can grow.

POST-TEST

I. (a) crumb, (b) dough
II. (1) A,C; (2) A,B; (3) A, (4) A,B; (5) C
III. (1) 10, (2) 3, (3) 5, (4) 8, (5) 1, (6) 4, (7) 2, (8) 6, (9) 7, (10) 9
IV. 2,5
V. (1) b,d; (2) e, (3) a,c
VI. (1) B,g; (2) D,h; (3) C,e; (4) A,f
VII. Crust - a,b,d
Filling - b,c,d

Food Service Worker

MODULE 37: ICINGS & TOPPINGS



ICINGS & TOPPINGS

Competence Area: F. Food Preparation

Competency Statement: 19.00 Prepare and Apply Icings and Toppings

			Level
Tasks:	.01	Prepare butter cream icing/frosting	Basic
	.02	Prepare fudge icing/frosting	Basic
	.03	Prepare cooked icing/frosting	Basic
	.04	Prepare boiled icing/frosting	Basic
	.05	Prepare glaze	Basic
	.06	Prepare meringue topping	Basic
	.07	Prepare whipped cream topping	Basic

Specific Student Performance

Given cakes, standardized recipes and necessary supplies, the student will prepare and apply one uncooked icing/frosting (butter cream or fudge), one cooked icing/frosting (cooked, boiled or glaze) and one recipe of topping (meringue or whipped cream). Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-8, 10-15, 33, 36

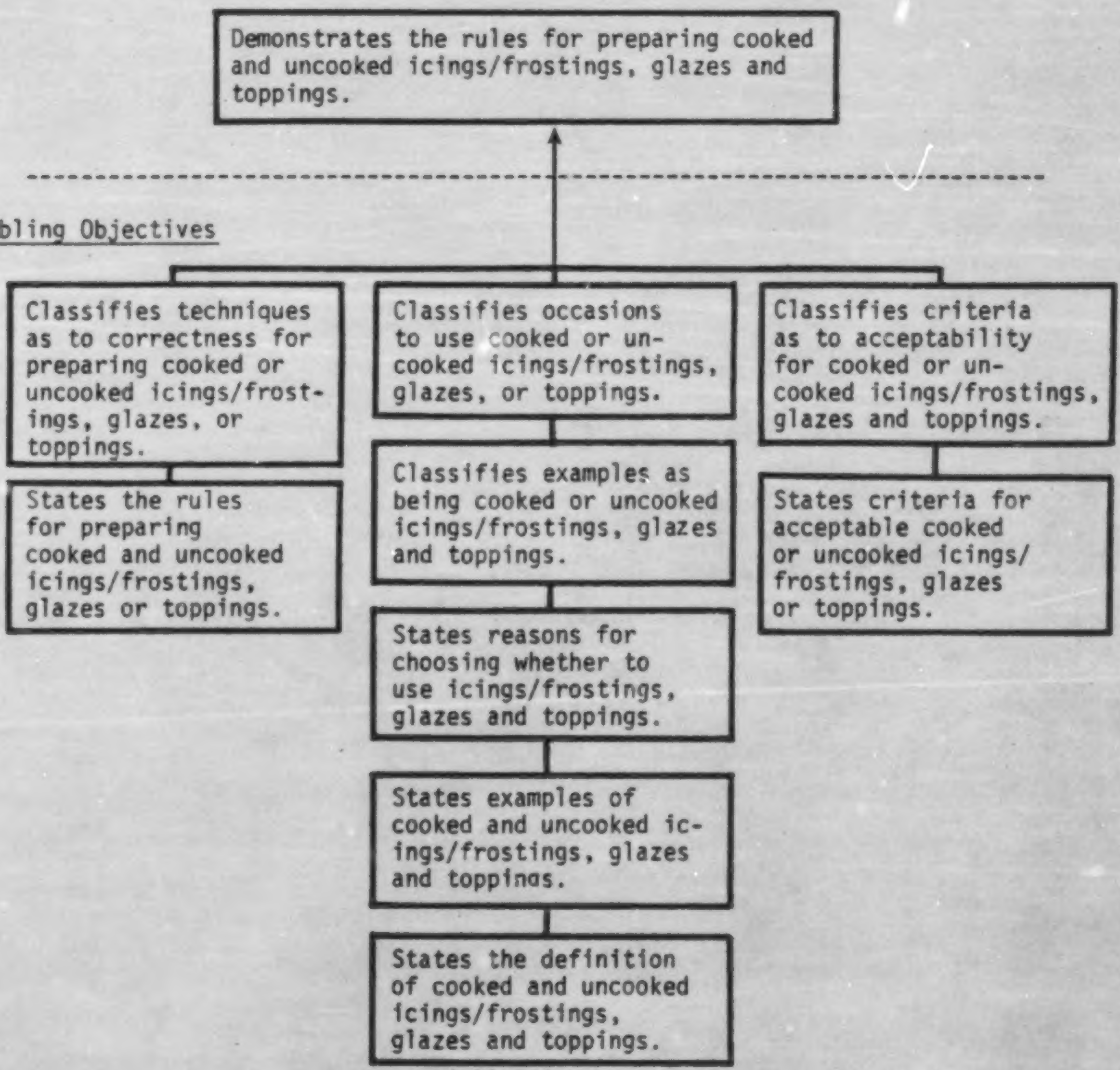
(37) T.1
S.1

LEARNING HIERARCHY

Specific Student Performance

Given cakes, standardized recipes and necessary supplies, the student will prepare and apply one uncooked icing/frosting (butter cream or fudge), one cooked icing/frosting (cooked, boiled or glaze) and one recipe of topping (meringue or whipped cream). Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objective



Demonstrates the rules for preparing cooked and uncooked icings/frostings, glazes and toppings.

Enabling Objectives

Classifies techniques as to correctness for preparing cooked or uncooked icings/frostings, glazes, or toppings.

States the rules for preparing cooked and uncooked icings/frostings, glazes or toppings.

Classifies occasions to use cooked or uncooked icings/frostings, glazes, or toppings.

Classifies examples as being cooked or uncooked icings/frostings, glazes and toppings.

States reasons for choosing whether to use icings/frostings, glazes and toppings.

States examples of cooked and uncooked icings/frostings, glazes and toppings.

States the definition of cooked and uncooked icings/frostings, glazes and toppings.

Classifies criteria as to acceptability for cooked or uncooked icings/frostings, glazes and toppings.

States criteria for acceptable cooked or uncooked icings/frostings, glazes or toppings.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Complete activities #1 and #2.
7. Read and study information sheet #2.
8. Complete worksheet #2. Consumable.
9. Complete activity #3.
10. Request post-test from instructor - complete. Consumable.
11. Turn completed work in to instructor.
12. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Introduce topic through teacher demonstration of how to ice/frost a two-layer cake.
2. Discuss tips on frosting.
3. Direct each student to complete pre-test. Collect and evaluate.
4. Divide students into two groups (1) icings/frostings and (2) toppings. Let students research resources for information on their group topic and report to class.
5. Have above groups demonstrate at least two recipes for preparation and application of their topic.
6. Direct each student to complete worksheets #1 and #2. Collect and discuss.
7. Direct each student to complete post-test. Collect and evaluate.
8. Direct each student, when ready, to request the final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

   a. Practical Cookery, 1975 edition.

PROCESS SHEET (Continued)

b. Exploring Professional Cooking, 1980 edition.
c. Food For Fifty, 1979 edition.
d. Baking Basics.

II. Audio-Visual Aids

a. Filmstrips - Cakes: Beautiful Cakes
- Fun With Frosting
(From Betty Crocker, General Mills, Inc.)
- Food Service: Baking and Breakfast Cookery
(From Prentice-Hall Media, 150 White Plains Rd., Tarrytown, NY 10591)

b. Slides - Frosting A Layer Cake
(From Kansas State University)

c. Transparencies - Food Basics: Bakery Products
(From Career Aids, Inc., 8950 Lurline Ave., Dept V14, Chatsworth, CA 91311)

III. Activities

1. Observe the preparation of frostings and toppings being made in large quantities in the school cafeteria.
2. Prepare baked goods for the Teachers' Lounge.
3. Practice preparing frostings, glazes and toppings at home.
4. Invite a resource person to demonstrate frosting a cake.
5. Collect pictures and construct a bulletin board showing products finished with frosting, glaze and toppings.

PRE-TEST

Prepare and Apply Icings/Toppings

Directions: Read the statements below carefully. If the statement is true, write the word "True" in the blank. If the statement is false write the word "False" in the blank, and rewrite the statement to make it true.

_____ 1. Icings/Frostings are often used as fillings for cakes.

_____ 2. Icings/frostings and toppings are all cooked.

_____ 3. Icings/frostings and toppings are colored in deep shades for a more attractive appearance.

_____ 4. Glazes contain cream.

_____ 5. The most popular kind of icing/frosting is boiled.

_____ 6. The simplest icing to prepare is butter cream.

_____ 7. Fondant icing will harden when exposed to air.

_____ 8. Icing/frosting may be spread between the layers of a cake.

_____ 9. Store whipped cream items in a warm place.

_____10. Butter is the main ingredient in meringue topping.

_____11. Icings/frostings should be re-heated in a double boiler.

_____12. Glaze is a popular coating for doughnuts.

_____13. All icings/frostings may be used on any type cake.

_____14. Never color whipped cream.

_____15. Grease may prevent egg whites from whipping.

STUDENT GUIDE SHEET

*Directions: To Student — Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Complete activities #1 and #2.
5. Read and study information sheet #2
6. Complete worksheet #2.
7. Complete activity #3.
8. Request post-test from instructor - complete.
9. Turn completed work in to instructor.
10. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

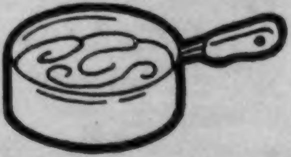
VOCABULARY

1. Blend - To mix lightly.
2. Butter Cream - An easy-to-make uncooked icing/frosting.
3. Consistency - Thickness or thinness of something.
4. Glaze - To coat lightly with thin icing.
5. Icing - A sweet covering or coating for cakes: frosting.
6. Pastry Bag - A cone-shaped bag used to apply special designs on baked products.
7. Topping - Soft covering for desserts, such as meringue and whipped topping.
8. Weeping - Natural water spots which often accumulate on baked meringue.

#1 INFORMATION SHEET

Icings/frostings, glaze and toppings are sweet coverings or coatings for cakes, breads, and pastries. These coverings are used to:

1. Provide a protective coating,
2. Seal in moisture and flavor,
3. Add an appealing finish to the product and
4. Improve flavor.



Basic Types of Icings/Frostings

A. uncooked
B. cooked

Uncooked icings/frosting (such as creamed and fudge-type) combine confectioner's sugar and shortening as basic ingredients. The amount of mixing is determined by the use. Blend for a fudge texture or cream for a fluffy effect.

Cooked icings/frostings (such as cooked, boiled or glaze) combine confectioner's or granulated sugar with water, syrup and/or flavor over heat. The consistency can be controlled by addition of water or other liquid.

After the basic type of icing/frosting is made, it may be colored or flavored with ease. Frostings/icings are often used as a filling for cakes. Thus, the frosting/icing not only helps hold the layers together, but also adds variety as well as flavor to the cake.

Butter Cream Icing/Frosting

Butter cream is one of the most popular types of frosting. It is easy to prepare, use and store, is very versatile and tastes good. Because of these characteristics, butter cream is a favorite used widely in bake shops.

Fudge Icing/Frosting

Fudge icing/frosting is a rich, heavy-bodied smooth icing/frosting whipped to obtain smoothness. It is used primarily on layer cakes, cupcakes and loaf cakes.

Cooked Icing/Frosting

This is a fondant-type frosting which is more difficult and time-consuming to prepare and apply. It is used on small cakes to be picked up and eaten with the fingers. It is sometimes used as a base for other icings/frostings.

Boiled Icing/Frosting

Boiled icing/frosting is a meringue - type covering which lends itself to fancy swirls, mounds and shapes. The consistency is controlled by the addition of syrup. A heavy syrup produces more body than light syrup. The product must be used the same day it is prepared: unlike other frostings, it will break down if held overnight.

Glaze

Glaze is a flat icing, and the simplest of all to prepare. The ingredients are confectioner's sugar, corn syrup, and liquid. The liquid may be fruit juice (containing fruit pulp) to be thickened with gelatin, starch or a concentration of syrup. Glazes are often used to coat doughnuts, Danish pastries and coffee cakes.

Tips on Frosting

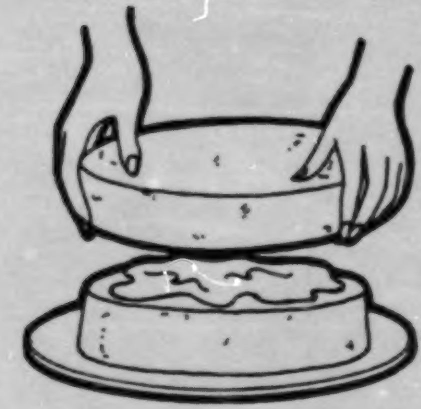
-Cake should be thoroughly cooled before frosting.
-Brush off all loose crumbs from the surface of the cake with the finger tips or a pastry brush before frosting.
-Select a cake plate or circle of cardboard that is flat and at least two inches larger than the cake.
-Lightly sprinkle the plate or cardboard with confectioner's sugar or cover with waxed paper.
-Place the first layer top side down on the plate or cardboard.

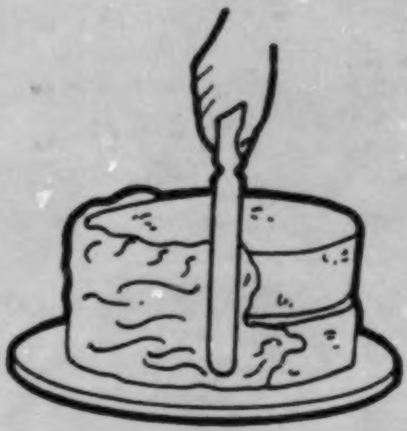
INFORMATION SHEET #1 (Continued)

- Make the frosting the right consistency. If it too thin, it will run off the cake; if it is too thick, it will tear the cake.
- When frosting a layer cake, pile some frosting in the center of the first layer. Use a flexible metal spatula to spread the frosting evenly to the outer edges.
- Frost the sides before frosting the top; use upward strokes.
- Pile the remaining frosting of the top of the cake. Spread it lightly to the edge.
- Keep frosting light and fluffy to give a cake height. Leave the frosting smooth, if the cake is to be decorated.
- If colored frosting is desired, add colors carefully. Pastel frostings are more attractive than those that are dark or bright.
- Using a turn-table may made frosting easier.

Rules for storing and reusing icings/frostings

- Store in closed containers to prevent drying and/or crusting.
- If re-heating is necessary, always use a double boiler to prevent burning.





WORKSHEET #1

I. Write a brief description of the following types of icings/frostings.

1. Butter cream:

2. Fudge:

3. Boiled:

4. Cooked:

5. Glaze:

II. Fill in the blanks with the type OR name of the icing/frosting which best completes the statement. (Uncooked, cooked, butter cream, fudge, boiled, glaze)

__________ 1. The easiest to make.
__________ 2. Made by combining confectioner's sugar and shortening.
__________ 3. Consistency controlled by addition of water.
__________ 4. The mixing method determines the finished product.
__________ 5. Blended or creamed to vary texture.
__________ 6. The most popular type of frosting.
__________ 7. The consistency is controlled by addition of syrup.
__________ 8. Lends itself to fancy swirls, mounds, and shapes.
__________ 9. A rich, heavy-bodied smooth, icing/frosting often used on cup cakes.
__________ 10. A fondant-type of icing/frosting which is difficult to prepare.
__________ 11. Must be used the same day it is prepared.
__________ 12. Used on finger cakes or as a base for other icings/frostings.

ACTIVITY #1

Directions: Prepare and apply at least one recipe of uncooked icing/frosting (butter cream or fudge-type) as directed in any standardized quantity foods recipe (see for example, Butter Cream Frosting, Creamy Frosting or Mocha Frosting in Food For Fifty). Your instructor will evaluate your performance and final product(s).

ACTIVITY #2

Directions: Prepare and apply at least one recipe of cooked icing/frosting (cooked, boiled or glaze) as directed in any standardized quantity foods recipe (see for example, Boiled Frosting, Fluffy Frosting or Powdered Sugar Glaze in Food For Fifty). Your instructor will evaluate your performance and final product(s).

#2 INFORMATION SHEET

Types of Toppings

Toppings are basically of two types for a quick finish that is festive as well as tasty. The most widely used toppings for this purpose are:

1. meringue
2. whipped cream

Meringue Topping

Meringue topping is easy to prepare, easy to use and adds an attractive appearance to Baked Alaska, pies, and other baked products. It may be applied with a spatula or pastry bag. It also swirls and mounds/peaks easily. The ingredients are very simple: egg whites, granulated sugar, and vanilla.

Whipped Cream

Whipped cream is one of the most popular toppings. It is applied with a spatula and will mound and swirl nicely. It also works well with a pastry bag and tip, enabling one to be creative and original in applying the topping. The ingredients are very simple; heavy cream, powdered sugar and flavorings are used to create this versatile topping.

Rules for preparing toppings

-Whip cream in a chilled bowl only until soft peaks form when beater passes through the cream. Overwhipping will cause cream to turn into butter.
-Whipped cream products must be refrigerated to avoid spoilage.
-Always use grease-free equipment when beating egg whites.
-Whip only until egg whites become firm and tend to form a peak.
-Do not try to brown meringue quickly in a very hot oven (NOTE: Baked Alaska is the exception -- it must be browned quickly to prevent melting of the ice cream center),
-Ingredients should be room temperature for more volume (meringue).
-Proper cooking will prevent shrinkage and weeping (loss of moisture) when cool.
-Add flavor to whipped cream during the last whipping strokes.
-Whipped cream and meringue may be colored with vegetable dyes (with commercial food color - use delicate, pastel tints).

CONSUMABLE

WORKSHEET #2

Directions: Read the statement below carefully. If it is correct, write "True" in the space provided. If it is incorrect, write "False."

_____ 1. Meringue is made from whipped egg whites.

_____ 2. Grease will cause egg whites to increase in volume when whipped.

_____ 3. Proper cooking will cause shrinkage and weeping when the meringue is cool.

_____ 4. It is not necessary to refrigerate whipped cream.

_____ 5. Overwhipping cream will cause it to turn to butter.

_____ 6. A pastry bag should not be used when applying whipping cream.

_____ 7. Toppings are difficult to prepare and require too much time to apply. This makes them undesirable for quick desserts.

_____ 8. Use a warm bowl for whipping cream.

_____ 9. Granulated sugar should be used with whipped cream because it is sweeter than powdered sugar.

_____10. Coloring should never be added to toppings.

ACTIVITY #3

Directions: Prepare and apply at least one recipe of topping (meringue or whipped cream) as directed in any standardized quantity foods recipe (see for example, Meringue For Pies in Food For Fifty). Your instructor will evaluate your performance and final product(s).

CONSUMABLE

POST-TEST

Prepare And Apply Icings/Toppings

I. Match the icings/frosting and toppings on the right with the definition or example on the left. Write the correct letter in the blanks provided.

_____ 1. A soft covering for desserts.
_____ 2. An easy to make uncooked frosting.
_____ 3. A light coat of thin icing.
_____ 4. A sweet covering for cakes.

a. Butter Cream
b. Frosting
c. Topping
d. Glaze

II. Circle the letter of the answer which best completes each statement below.

1. Which of the following is not a reason to add icing/frosting, glaze or topping?
   a. to protect
   b. to add moisture
   c. to add flavor
   d. to aid appearance

2. Uncooked icings/frostings contain:
   a. granulated sugar and water
   b. granulated sugar and syrup
   c. confectioner's sugar and fat
   d. confectioner's sugar and water

3. Cooked icings/frostings contain:
   a. granulated sugar and water
   b. granulated sugar and syrup
   c. confectioner's sugar and fat
   d. confectioner's sugar and water

4. One of the most widely used icings/frostings because it is easy to prepare, use and store:
   a. fudge
   b. boiled
   c. cooked
   d. butter cream

5. Rich, heavy-bodied smooth icing/frosting whipped to obtain smoothness:
   a. fudge
   b. boiled
   c. cooked
   d. butter cream

POST-TEST (Continued)

6. A fondant-type frosting which is more difficult and time-consuming to prepare and apply.
   a. fudge
   b. boiled
   c. cooked
   d. butter cream

7. A meringue type covering which lends itself to fancy swirls.
   a. fudge
   b. boiled
   c. cooked
   d. butter cream

8. Which type of icing/frosting cannot be held overnight?
   a. fudge
   b. boiled
   c. cooked
   d. buttercream

9. If preparing cakes to be eaten with fingers, which would be the best choice ?
   a. boiled
   b. glaze
   c. topping
   d. cooked

10. Which of the following should be thin and "runny".
    a. meringue
    b. glaze
    c. butter cream
    d. cooked

III. Read each statement below carefully. Write "+" in the blank if it is True; if False, Write "-".

_____ 1. Cakes should be frosted while still warm.
_____ 2. Place the cake upon a piece of cardboard or a plate that is the same size as the bottom layer.
_____ 3. Sprinkle the cardboard or plate with confectioner's sugar before icing.
_____ 4. Place the first layer, top side up on the plate or cardboard.
_____ 5. When frosting, work from the outside in toward the center.
_____ 6. Frost the sides, then the top.
_____ 7. Store cakes in air-tight containers.
_____ 8. Meringue may be applied with a pastry bag.
_____ 9. Whip cream in a warm bowl.
_____ 10. Cold egg whites beat to more volume than at room temperature.

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare and Apply Icings/Frostings and Toppings

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work mav need to be planned.

	Uncooked			Cooked			Topping		
I. Process	A	N	NA	A	N	NA	A	N	NA
-Followed personal safety habits.									
-Followed safety procedures.									
-Followed sanitation techniques.									
-Displayed personal hygiene.									
-Cleaned work area.									
II. Product									
-Smooth									
-Moist									
-Creamy									
-Pleasing, rich flavor									

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

(1) True, (2) False - Some icings/frostings and toppings are cooked, (3) False - Icings/frostings and toppings are colored in pastel shades for a more attractive appearance, (4) False - Glaze does not contain cream, (5) False - The most popular kind of icing/frosting is butter cream, (6) False - Glaze is the simplest icing to prepare, (7) True, (8) True, (9) False - Store whipped cream items in a cold place, (10) False - Egg whites are the main ingredient in meringue topping, (11) True, (12) True, (13) False - Icings/frostings are used on certain types of cakes, (14) False - Pastel dyes may be used to color whipped cream, (15) True

WORKSHEET #1

I. Answers will vary, see information sheet #1.

II. (1) glaze, (2) uncooked, (3) cooked, (4) uncooked, (5) uncooked, (6) butter cream, (7) boiled, (8) boiled, (9) fudge, (10) cooked, (11) boiled, (12) cooked

WORKSHEET #2

(1) True, (2) False, (3) False, (4) False, (5) True, (6) False, (7) False, (8) False, (9) False, (10) False

POST-TEST

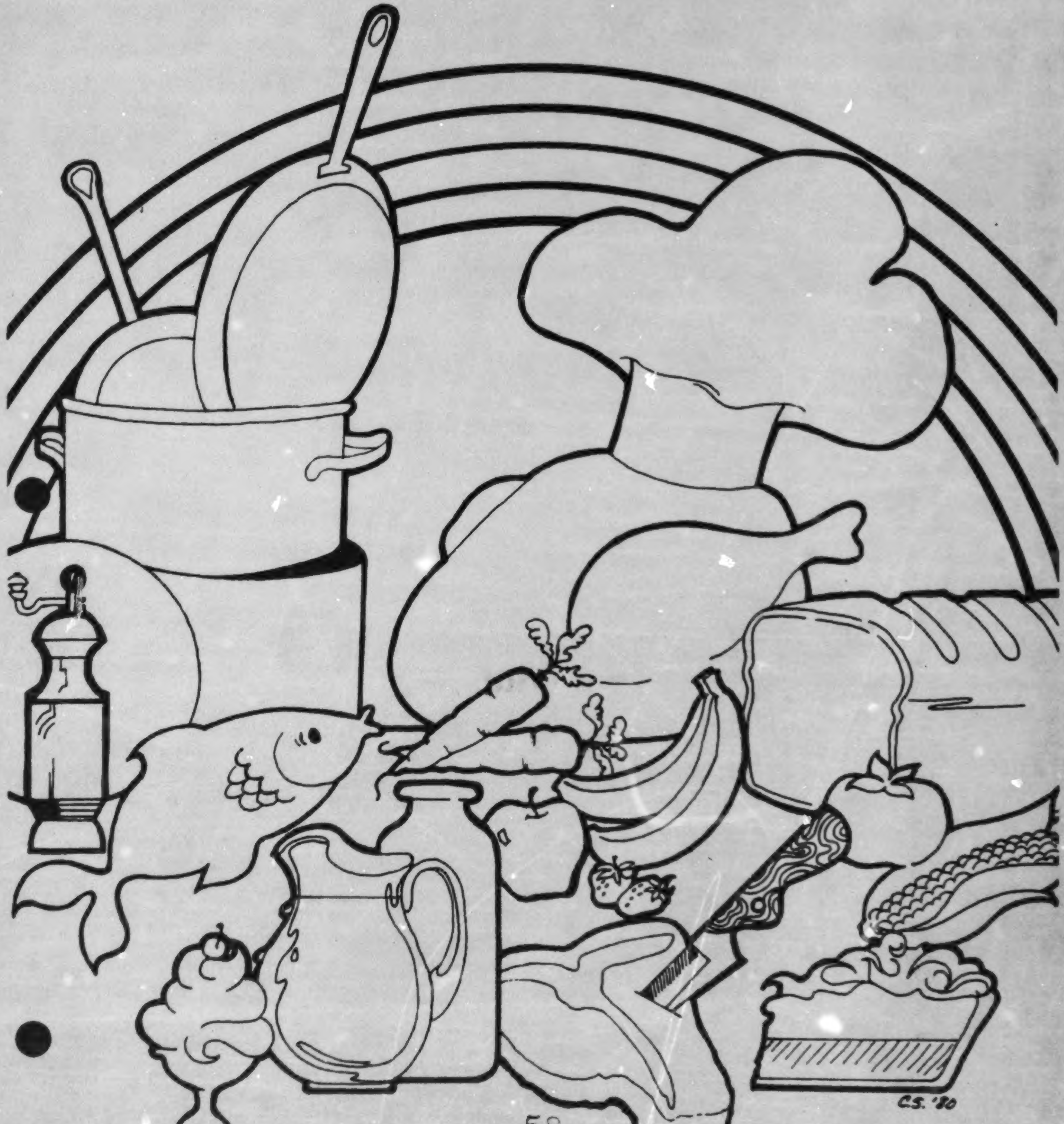
I. (1) c, (2) a, (3) d, (4) b

II. (1) b, (2) c, (3) a, (4) d, (5) a, (6) c, (7) b, (8) b, (9) d, (10) b

III. (1) -, (2) -, (3) +, (4) -, (5) -, (6) +, (7) +, (8) +, (9) -, (10) -

Food Service Worker

MODULE 38: SPECIALTY CAKES



SPECIALTY CAKES

Competence Area: F. Food Preparation

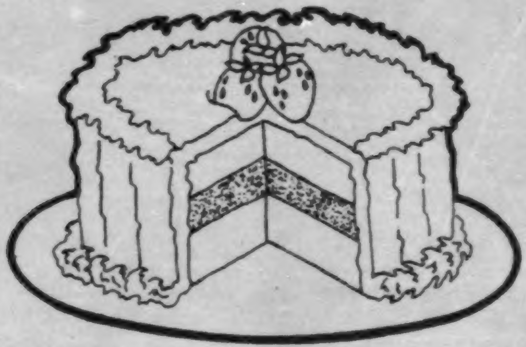
Competency Statement: 20.00 Prepare Specialty Cakes

			Level
Tasks:	.01	Prepare filled cakes	Advanced
		a. fruit	
		b. custard	
		c. cream	
		d. torte	
	.02	Prepare ice cream cakes	Advanced
	.03	Prepare refrigerator cakes	Advanced
	.04	Prepare Baked Alaska	Advanced
	.05	Prepare decorated cakes	Advanced

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare at least one specialty cake (filled, ice cream, refrigerator or Baked Alaska) and one decorated cake. Performance and final product(s) will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-8, 10-14, 16-18, 33-37



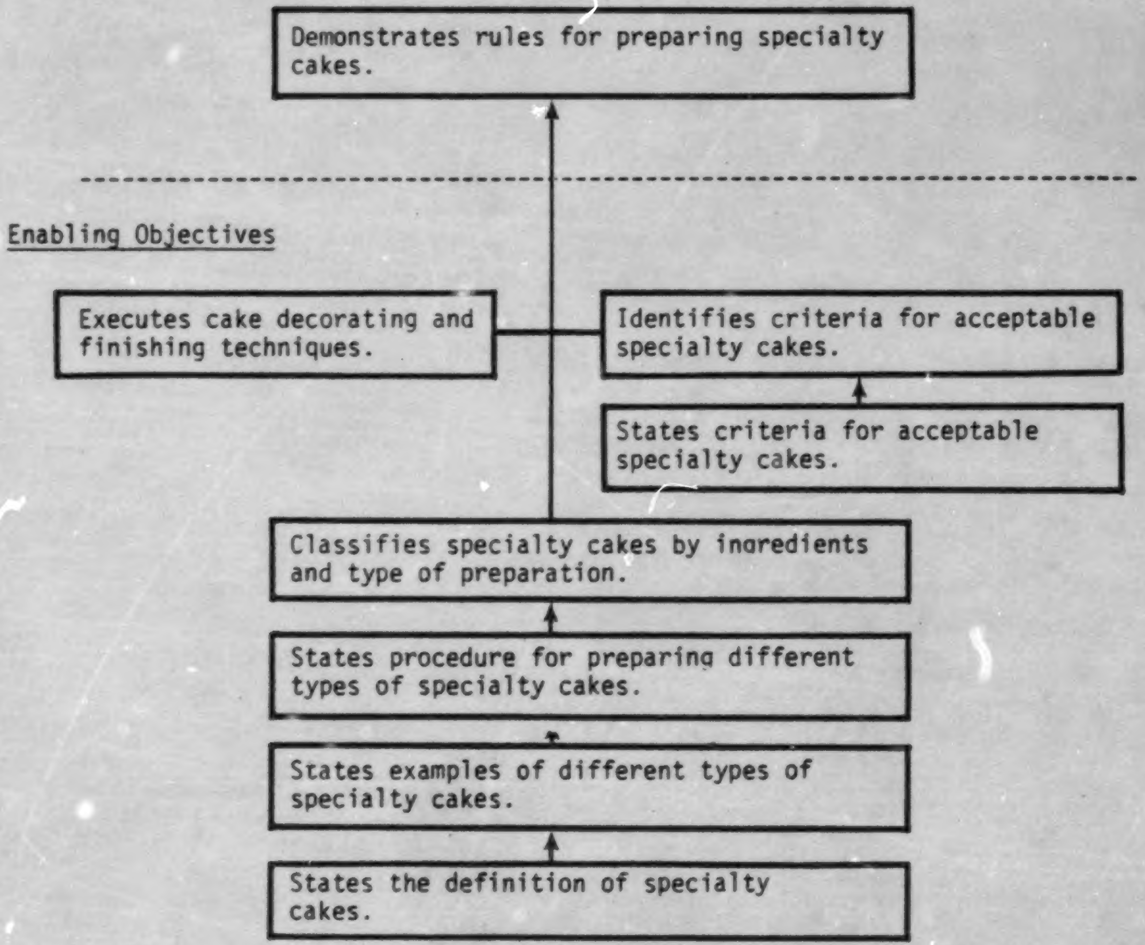
(38) T.1
S.1

LEARNING HIERARCHY

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare at least one specialty cake (filled, ice cream, refrigerator or baked Alaska) and one decorated cake. Performance and final product(s) will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objective


Demonstrates rules for preparing specialty cakes.
Enabling Objectives
Executes cake decorating and finishing techniques.
Identifies criteria for acceptable specialty cakes.
States criteria for acceptable specialty cakes.
Classifies specialty cakes by ingredients and type of preparation.
States procedure for preparing different types of specialty cakes.
States examples of different types of specialty cakes.
States the definition of specialty cakes.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet.
5. Complete worksheet #1. Consumable.
6. Complete activities #1 and #2.
7. Request post-test from instructor - complete. Consumable.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Direct students to complete pre-test, optional.
2. Discuss directions and objectives for module.
3. Divide students into groups to research types, ingredients, and methods of preparation of specialty cakes.
4. Have students, still in groups, prepare specialty cakes using activities #1 and #2. Evaluate.
5. Direct students to complete post-test. Collect and evaluate.
6. Have students, when ready, to request the final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

   a. The Professional Chef. Cahner Books.
   b. Food For Fifty, 1979 edition.
   c. Elementary Baking, 1969 edition.
   d. The Baker's Manual, Hayden Book Company.

II. Audio-Visual Aids

   a. Film Loops - Preparing Cake Batter
      - Baking A Cake
      - Frosting A Cake
      - Preparing To Decorate A Cake
      - Decorating A Cake
      (From McGraw-Hill)

PROCESS SHEET (Continued)

b. Filmstrips - Food Service: Baking and Breakfast Cookery (From Prentice-Hall Media, 150 White Plains Rd., Tarrytown, NY 10591)

c. Transparencies - Food Basics: Bakery Products (From Career Aids, Inc., 8950 Lurline Ave., Dept V14, Chatsworth, CA 91311)

d. Slides - Cutting and Portioning A Cake
- Frosting a Layer Cake (From Kansas State University)

III. Activities

1. Practice decorating cakes (the back of pans may be used for this activity).
2. Collect pictures of decorated cakes and special desserts for a bulletin board.
3. Visit a bakery and observe cake decorating and/or study the finished products on display.
4. Invite a resource person to demonstrate the preparation of specialty cakes.
5. Prepare basic sponge and batter cake recipes (see Module #33) and store for use in specialty cake activities.

CONSUMABLE

PRE-TEST

Prepare Specialty Cakes

Directions: If the following statements are true, draw a circle around the letter "T". If they are false, circle the letter "F".

T F 1. Specialty cake variations may be created from one basic cake recipe.

T F 2. Many specialty cakes may be prepared and stored in the showcase for later use.

T F 3. In preparing ice cream cakes, whipped cream is used for the top and sides.

T F 4. To hold the bottom cake layer in place on a plate or board, place a doily in the center of the base.

T F 5. Cake layers will break apart if used while cold.

T F 6. Cakes finished with fancy icing/frosting designs are called decorated cakes.

T F 7. The kinds of decoration needed on a finished cake are dictated by the color of the cake layers.

T F 8. Any kind of frosting/icing is easily supported by a sponge cake.

T F 9. Sweet creams, jams, fruits, etc. used between layers of cakes are called Baked Alaska.

T F 10. Cakes made with specific, unique ingredients to produce special finishes are called basic cakes.

STUDENT GUIDE SHEET

*Directions: To Student — Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet.
3. Complete worksheet #1.
4. Complete activities #1 and #2.
5. Request post-test from instructor - complete.
6. Turn completed work in to instructor.
7. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Decorated Cake - A cake iced and trimmed with fancy designs.

2. Decorating Tips - Special metal or plastic tubes used to make various shapes and designs on decorated cakes.

3. Fillings - Sweet creams, jams, etc. used between the layers of cakes.

4. Invert - To turn upside down.

5. Parchment Paper - A special oil-resistant paper used for lining baking sheets or making decorator bags.

6. Pastry Bag - Cone-shaped bags for holding special decorator tubes (tips).

7. Specialty Cakes - Cakes prepared using specific, unique ingredients or finishing methods which differ from those of basic cakes.

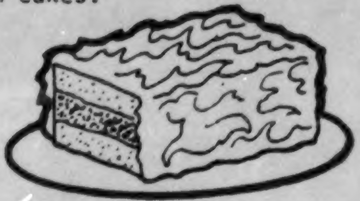
INFORMATION SHEET

Specialty cakes are high profit items worthy of the time and effort used to create them. The number and kinds of specialty cakes on a menu depends upon the type of operation. If these desserts are to have continuing appeal, a variety must be featured. Presenting specialty cakes to customers with style and flair will increase sales and profit.

Some filled pastries and sponge/batter cakes are known in the trade as standards and basics. They may be expanded by developing variations and creating special names for them for use in hotels and restaurants where they originate. Quality ingredients must be used for these specialty desserts. Originality and ingenuity plus careful selection of a variety of pastries and cakes have created an enviable reputation for many hotels and restaurants.

Rules for Creating Specialty Cakes

-A quality, standardized basic recipe is the basis for many creations in the food service industry.
-Sponge cakes are light and will need a more delicate filling or frosting than batter cakes.
-Batter cakes can support almost any kind of frosting/decoration.
-Always trim off the brown outside crust or remove by rubbing lightly with the fingers.
-Keep supplies covered to prevent drying. Speed is especially important in preparing ice cream cakes.

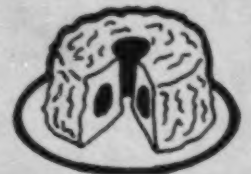


Filled Cake (use layered sponge cake or basic batter cake)

-Spread prepared filling between layers.
-Frost/ice top and sides of cake.
NOTE! May used prepared fruit, custard, cream/pudding as filling.

Ice Cream Cake (use sponge cake or basic batter cake)

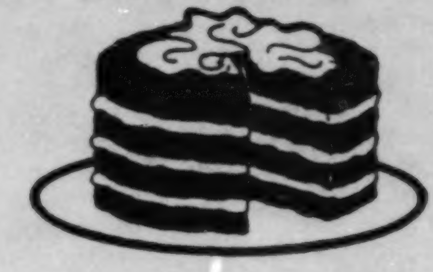
-Split layers or cut Angel Food Cake into layers.
-Spread your favorite ice cream between layers.
-Frost top and sides with sweetened whipped cream.
-Freeze.



INFORMATION SHEET (Continued)

Torte (use layered chiffon cake or batter cake)

-Use several 1-inch thick layers of cake.
-Fill with a cream type filling.
-Frost with sweetened whipped cream, if desired.

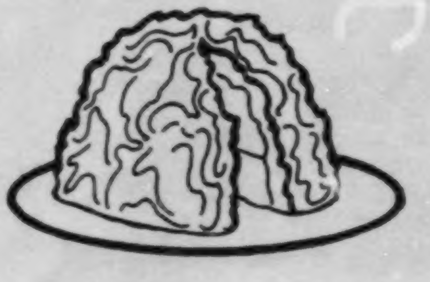


Refrigerator Cake (use a sponge cake)

The ingredients used make it necessary to keep this type of cake cold until serving time. Gelatin or whipped cream usually serves as a binder. Temperature control is necessary to prevent spoilage and preserve the shape of the cake.

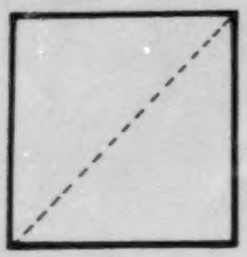
Baked Alaska (use pound cake or sponge cake)

-Use a solid layer of cake ½ to 1 inch thick for base.
-Cover layer and build up about 4 inches, using ice cream.
-Cover ice cream with thin sheets of cake about ¼ inch thick.
-Cover with a cloth and place in freezer for several hours. (The cloth will hold the cake in place and shape the cake).
-Remove from freezer and cover completely with meringue. Use a spatula to make a smooth surface - (use color to tint meringue, if desired).
-Use pastry bag and tips to decorate/finish meringue.
-Brown quickly in very hot oven. Dust with powdered sugar before browning.
-Serve immediately or return to freezer for service later.

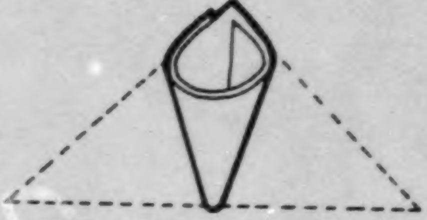


Decorated Cakes

-Special-occasion cakes or holiday cakes often tell you exactly what kind of frosting and/or colors to use.
-Most cakes, when baked, have a slight mound or raised center. This can be corrected by one of two methods: (1) as soon as layers are taken out of the oven, place a clean towel over each layer and press down so the layer is flat in the middle, (2) take a long sharp knife and slice the mound off.
-Cake layers must be level to avoid "rocking" movement during icing/frosting/decorating.
-Cakes to be decorated should have straight, flat sides and bottoms. Therefore, extra care must be taken to remove any edges that hang over the regular sides (These may be trimmed off with kitchen scissors when the cake is cold).
-Use a cake plate that does not have side rims. A flat plate or board is an excellent possibility. It should be 1½ to 2 inches larger than the cake layer(s). A paper doily may be placed on the plate or board for more decoration.
-If a doily is used, put a little icing in the center of the board/plate to hold it in place. Then put a little icing in the middle of the doily and center the bottom layer of the cake top side down. Put icing on this layer and place the next layer top side up.
-When icing/frosting a cake, do not back up with the spatula unless you are going over the icing a second time. If you are covering a bare cake and draw the spatula back, it will lift part of the cake or cake crumbs with it.
-Never put hot cake layers together, they will break.
-To smooth cake icing, use hot water in a tall glass along with a spatula. With each stroke, clean the spatula. If this is not done, the cake will look ragged. Let the cake stand an hour or more before final decorating.
-Fill pastry bags no more than 3/4 full. Begin with simple designs, so with practice, you can become an expert at decorating cakes. To make decorator cones for used with tips, prepare parchment paper as shown:



a



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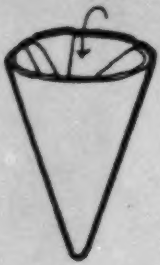

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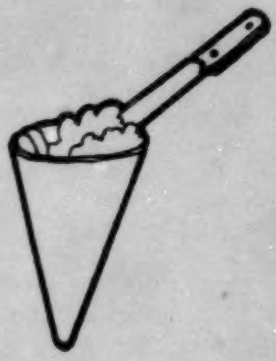

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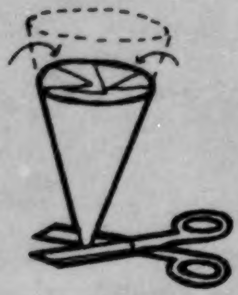

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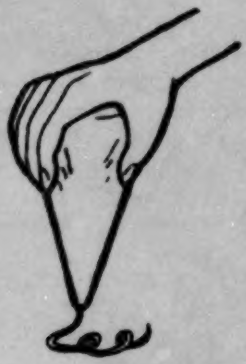


f

Remember! Decorations should be in proportion to the size of the cake.

CONSUMABLE

WORKSHEET #1

I. Describe briefly two methods for leveling cake layers.

1.

2.

II. Name two methods for removing the brown outside crust from cakes.

1.

2.

III. Select from Column B the best answer for each statement in Column A. Place your answer in the space provided.

Column A

_____ 1. Cake finished with fancy designs

_____ 2. Cake layer topped with ice cream and meringue and baked in the oven.

_____ 3. Can support any type of frosting/icing.

_____ 4. Each of several cake layers are 1 inch thick.

_____ 5. Variations of spread or fillings for cakes.

_____ 6. Cake whose filling will melt if spread is not used.

_____ 7. Cake using gelatin as a binder.

_____ 8. Cake having a spread between its layers.

Column B

a. torte
b. refrigerator
c. decorated
d. fruit, cream, custard
e. filled
f. batter
g. ice cream
h. baked Alaska
i. frozen

ACTIVITY #1

Directions: Prepare at least one specialty cake (filled, ice cream, refrigerator or baked Alaska) as directed in any standardized quantity foods recipe (see for example, Angel Food Cake and its variations or Chocolate Roll in Food For Fifty OR the recipe for Baked Alaska below). Your instructor will evaluate your performance and final product(s).

Baked Alaska (Use a sponge cake as prepared in Module #33 - Cakes)

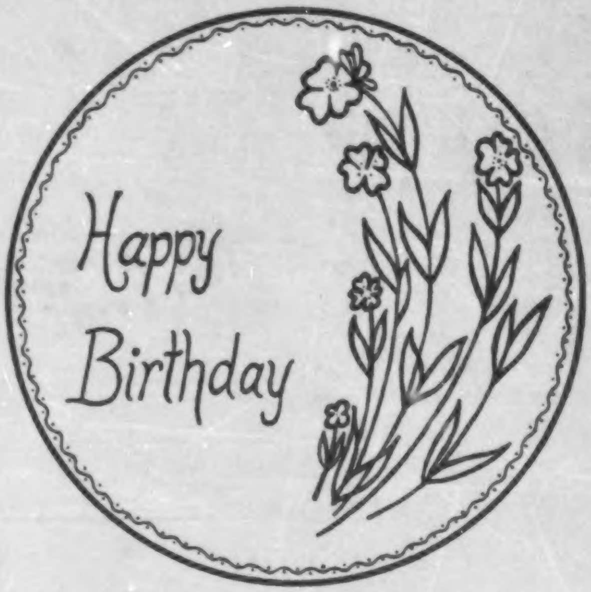
1. Place a layer of cake ½ to 1 inch thick on platter - leave 3 inch margin.
2. Cover cake with ice cream (any desired flavor). Mold to a height of about 4 inches.
3. Cover the ice cream with thin sheets of cake cut about ¼ inch thick. Cover with a cloth and place in the freezer several hours until ice cream is quite solid.
4. Remove from freezer and cover entirely with meringue, using a spatula to produce a smooth surface.
5. Fill pastry bag (use star tip). Decorate the Baked Alaska as desired (The meringue may be tinted a pastel color if desired).
6. Dust the Baked Alaska with powdered sugar and brown very quickly in a hot oven 450°F or brown with a blow torch to eliminate any chance of melting the ice cream.
7. Serve immediately with an appropriate sauce or return to freezer for service later.

ACTIVITY #2

Directions: Prepare *at least* one batter cake as directed in any standardized quantity foods recipe (see for example White Cake in *Food For Fifty*). Then frost and decorate as desired using cones and tips. Your instructor will evaluate your performance and final product(s).

SAMPLE CAKE DECORATION

This birthday cake design is useful for practicing purposes.



Hold the cone squarely over the cake to make the words.

When making stems, leaves, etc., use green-colored frosting.

Space buds and blossoms so the decoration looks natural and attractive. Do not crowd the design.

The message or words on the cake explain the purpose of the cake. Other decorations should highlight this inscription, not hide it. The border design should be even so as to frame the cake in color.

NOTE! Other designs may be selected and approved by your instructor.

(38) T.13
S.9

POST-TEST

Prepare Specialty Cakes

I. Match the terms in Column B with the correct phrase in Column A by placing the letter preceding the term in the blank beside the number. Not all responses will be used.

Column A

_____ 1. A cake iced and trimmed with a fancy design.
_____ 2. A white, frothy mass of beaten egg white and sugar.
_____ 3. A cake layer topped with firm ice cream, completely covered with meringue, then delicately browned in a very hot oven.
_____ 4. A sweet coating for cakes.
_____ 5. Thin layers of cake (about 1 inch thick) separated by sweet fillings and frosted with whip cream.
_____ 6. A cake filled with ice cream or sherbet, frosted with whipped cream and frozen.
_____ 7. Sweet creams and jams used between the layers of cake.
_____ 8. A cake prepared using specific, unique ingredients or finishing methods.
_____ 9. Could be used for any specialty cake.
_____10. A topping that should be frozen.

Column B

a. Icing/frosting
b. Basic cake
c. Torte
d. Specialty cake
e. Baked Alaska
f. Ice Cream Cake
g. Meringue
h. Filling
i. Decorated Cake
j. Whipped Cream
k. Loaf Cake

II. Indicate whether each of the statements below is true or false by circling the correct letter in the answer column. If the statement is false, write in the blank provided the word or words which, when substituted for the underlined word or words, would make it a true statement.

T F 1. Batter cakes can support almost any kind of frosting or design.

____

T F 2. Gelatin serves as a binder for refrigerator cakes.

____

POST-TEST (Continued)

T F 3. A pastry bag is a cone-shaped container for holding decorator tubes.

____

T F 4. Put a little icing in the center of the plate to keep the layers of cake level.

____

T F 5. Frost cakes while they are warm.

____

III. You have been asked to judge specialty cakes in the local cake bake-off. Draw up a rating chart listing factors to consider while judging the cakes. Remember to include factors of outside appearance as well as those concerning the inside of the cake. Hint! The numbers listed under each category below should help you limit factors for consideration.
NOTE! Beside each factor, describe what you will be looking for in relation to that point.

ITEM TO JUDGE	STANDARD
Inside	
1.	
2.	
3.	
4.	
5.	
Outside	
1.	
2.	
3.	
4.	
5.	

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Specialty Cakes

Directions: Place a check in the column which best describes student performance. All applicable item must receive a rating of acceptable, or further work may need to be planned.

	Specialty Cake			Decorated Cake		
I. Process	A	N	NA	A	N	NA
-Followed safety procedures.						
-Followed personal safety habits.						
-Followed sanitation techniques.						
-Displayed personal hygiene.						
-Cleaned work area.						
II. Product						
-Uniform in size and shape.						
-Light, golden brown.						
-Fillings creamy smooth, even between layers.						
-Outside decorations attractive.						
-Pleasing, rich flavor.						

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

(1) T, (2) T, (3) T, (4) F, (5) F, (6) T, (7) F, (8) F, (9) F, (10) F

WORKSHEET #1

I. As soon as layers are taken out of the oven, place a clean towel over each layer and press down lightly so the layer is flat in the middle or take a long, sharp knife and slice the mound off.

II. Trim brown off or remove by rubbing lightly with the fingers.

III. (1) c, (2) h, (3) f, (4) a, (5) d, (6) g, (7) b, (8) e

POST-TEST

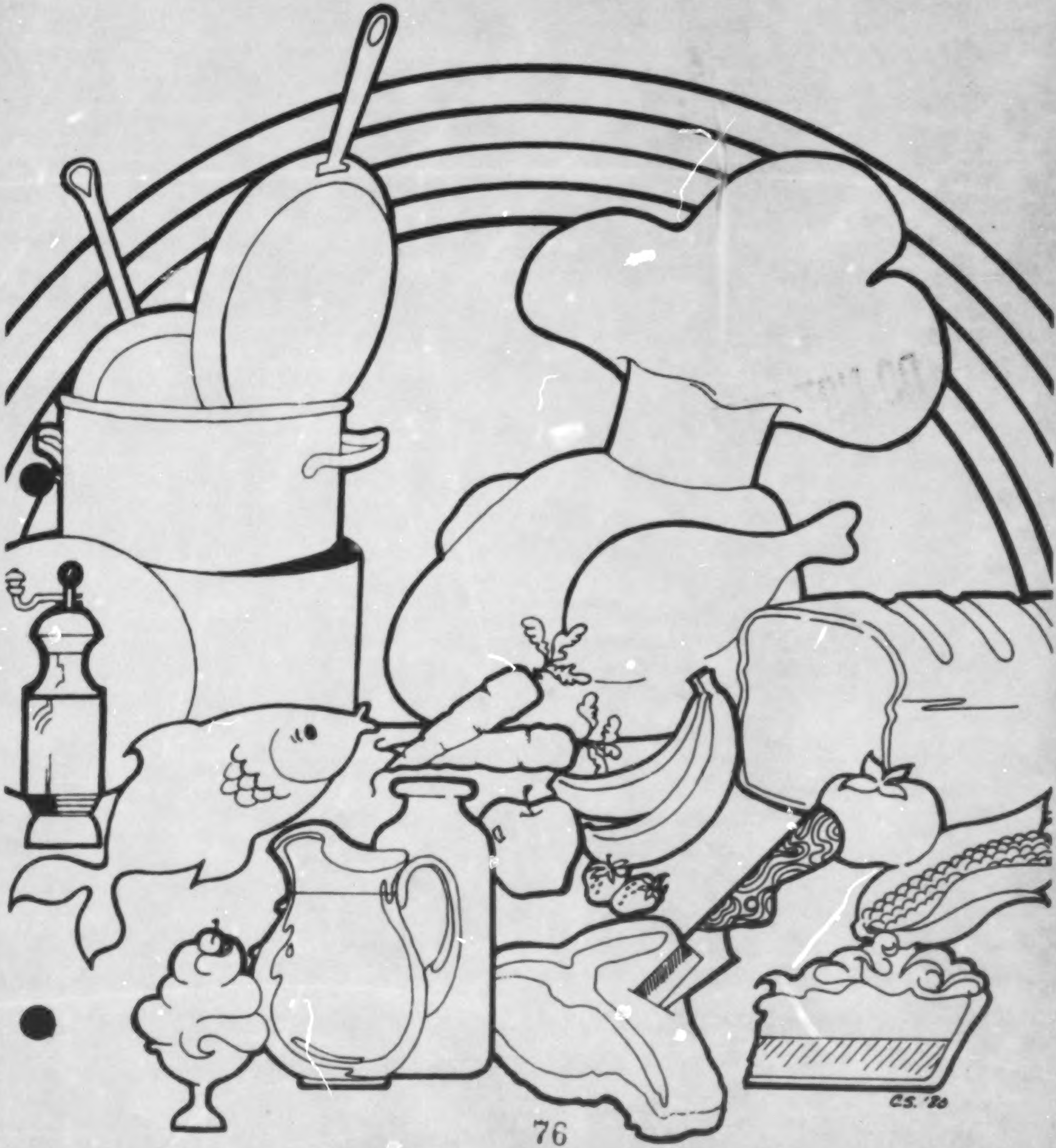
I. (1) i, (2) g, (3) e, (4) a, (5) c, (6) f, (7) h, (8) d, (9) b, (10) j

II. (1) T, (2) T, (3) T, (4) F - to keep the cake from moving on the plate, (5) F - cold

III. Answers will vary, see information sheet.

Food Service Worker

MODULE 39: SPECIALTY DESSERTS



SPECIALTY DESSERTS

Competence Area: F. Food Preparation

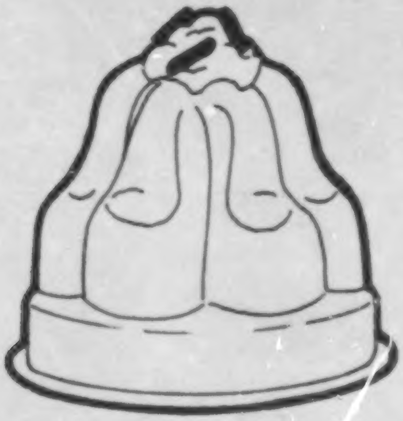
Competence Statement: 21.00 Prepare Specialty Desserts

			Level
Tasks:	.01	Prepare pudding	Advanced
	.02	Prepare custard	Advanced
	.03	Prepare chiffon	Advanced
	.04	Prepare mousse	Advanced

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare at least two specialty desserts (pudding, custard, chiffon, mousse). Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-8, 10-15, 25 (gelatin)



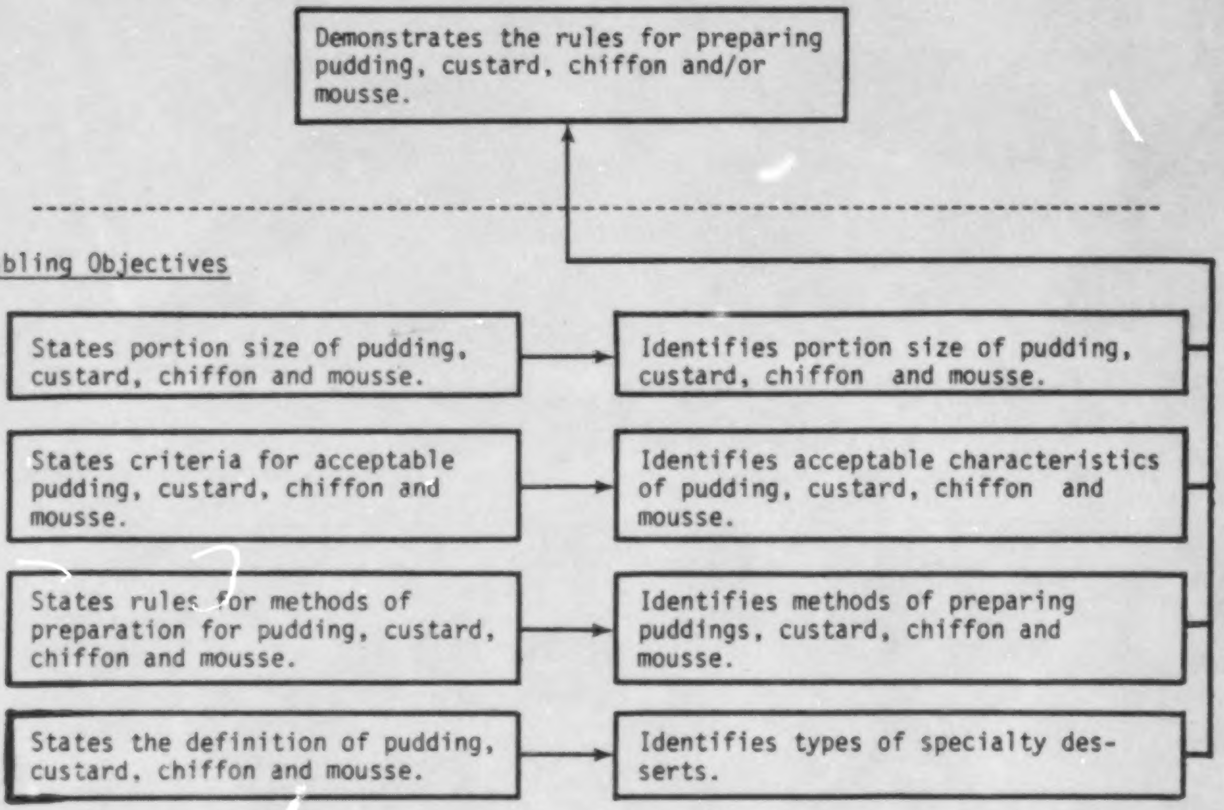
(39) T.1
S.1

LEARNING HIERARCHY

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare at least two specialty desserts (pudding, custard, chiffon, and mousse). Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objective



Demonstrates the rules for preparing pudding, custard, chiffon and/or mousse.

Enabling Objectives

States portion size of pudding, custard, chiffon and mousse. → Identifies portion size of pudding, custard, chiffon and mousse.

States criteria for acceptable pudding, custard, chiffon and mousse. → Identifies acceptable characteristics of pudding, custard, chiffon and mousse.

States rules for methods of preparation for pudding, custard, chiffon and mousse. → Identifies methods of preparing puddings, custard, chiffon and mousse.

States the definition of pudding, custard, chiffon and mousse. → Identifies types of specialty desserts.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet.
5. Complete worksheet #1. Consumable.
6. Complete activities #1 and #2.
7. Request post-test from instructor - complete. Consumable.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Use pre-test to introduce concepts.
2. Go over objectives and vocabulary words with group.
3. Using pictures of the finished products and an opaque projector, discuss the definition of each dessert included in the module.
4. Demonstrate the preparation of puddings and custards. Follow-up with a student laboratory experience, using activity #1.
5. Repeat for chiffon and/or mousse, using activity #2. Discuss differences among specialty desserts.
6. Direct each student to complete worksheet #1. Collect and discuss.
7. Direct each student to complete post-test. Collect and evaluate.
8. Direct each student, when ready, to request the final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

   a. Elements of Food Production and Baking, 1978 edition.
   b. Food Service Careers, 1979 edition.
   c. The Hospitality Industry, McGraw-Hill Company.

PROCESS SHEET (Continued)

II. Audio-Visual Aids

a. Transparencies - Food Basics: Bakery Products
(From Career Aids, Inc., 8950 Lurline Ave.,
Dept. V14, Chatsworth, CA 91311)

b. Slides - Portioning Pudding
(From Kansas State University)

III. Activities

1. Prepare three small recipes of boiled custard, varying the amount of eggs in each. Compare length of thickening time, viscosity and taste of each.
2. Prepare small recipes of pudding, varying the amount or type of starch used in each. Compare length of thickening time, viscosity and flavor of each.
3. Demonstrate the effects of overcooking puddings and custards.
4. Make posters showing the steps in preparing pudding, custard, chiffon and mousse.
5. Have students prepare research reports on gelatin, starch, and whipping cream.

P R E - T E S T

Prepare Specialty Desserts

Directions: Read the following statements carefully. If the statement is true, write "T" in the blank provided. If the statement is false, write "F" in the blank.

_____ 1. Pudding is a milk mixture thickened with eggs.

_____ 2. The thickness of pudding is determined by how long it is refrigerated

_____ 3. Cornstarch, flour, cornmeal, and tapioca are examples of starches.

_____ 4. The common portion size for pudding, custard, chiffon and mousse is one-half cup.

_____ 5. Because of the eggs and milk they contain, pudding, custard, chiffon and mousse are expensive to prepare.

_____ 6. Mousse may be prepared in the steamer.

_____ 7. When using a starch in a recipe, it should be dissolved in hot water before adding any other ingredients to it.

_____ 8. The water in the bottom of a double boiler should be boiling while in use.

_____ 9. When using unflavored gelatin in a recipe, it should be softened in hot water and quick-chilled with ice water.

_____ 10. Mousse is a molded dessert made mostly from whipped cream.

_____ 11. Custard contains beaten egg whites and gelatin.

_____ 12. Puddings and custards may be served hot or cold.

_____ 13. A chiffon pudding is molded and baked before serving.

_____ 14. Stirred custard is cooked until bubbles form around the sides of the pan.

_____ 15. Puddings and custards may be prepared by boiling, baking and steaming.

STUDENT GUIDE SHEET

*Directions: To Student — Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet.
3. Complete worksheet #1.
4. Complete activities #1 and #2.
5. Request post-test from instructor - complete.
6. Turn completed work in to instructor.
7. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Cornstarch - A flour produced from Indian corn.
2. Curdle - To form lumps.
3. Gel - To become firm like jelly.
4. Scalded - To heat until just below the boiling point.
5. Tapioca - The ground root of a cassava plant.

INFORMATION SHEET

For many people, dessert is a natural part of lunch and dinner meals. Ending the meal with something sweet has become a common practice. Desserts are chosen according to the meal they follow. After eating a heavy meal, most people prefer a light dessert that is not very filling. A heavier, richer dessert may be the choice following a light meal. Because meals vary so greatly and individual tastes differ, food service establishments should be able to prepare a variety of desserts.

The category of specialty desserts includes pudding, custard, chiffon and mousse. These desserts have an important use in the food service industry. Because they are light, they are an excellent choice to follow a medium to heavy meal. They are low in cost, and easy to prepare. Basic recipes of each may be varied slightly to produce several different desserts. For these reasons, specialty desserts are a popular dessert item for many food service establishments.

Pudding

Pudding may be described as a sweetened milk mixture that is thickened with a starch. Examples of starch include: flour, cornstarch, cornmeal, tapioca, and bread. These food items are called starches because of their chemical ingredients.

Basic puddings are usually thickened with cornstarch or flour. These two items may be substituted for each other. If flour is substituted for cornstarch, twice the amount called for must be used. If cornstarch is substituted for flour, only one-half the amount called for is used.

Variations of a basic pudding recipe may use other starches as thickening agents. They may also contain ingredients such as cocoa, vanilla, fruit, margarine, rice or eggs.

Puddings may be prepared by three different methods: boiled, baked, or steamed. Basic puddings are usually boiled. Variations may be prepared by baking or steaming. Each recipe will specify the method that should be used.

INFORMATION SHEET (Continued)

The thickness of a pudding is determined by how much starch has been used in the recipe. Using larger amounts of starch will produce thicker puddings. Thick or thin puddings may be prepared depending on the product's intended use. If the pudding is to be served as a sauce poured over cake, a thin pudding is needed. A thicker pudding will be required if the product is to be placed in a mold to set and be served turned out on a dessert plate. Specific recipes will indicate exactly how much starch to use.

When starch is used in a recipe, care must be taken to prevent lumps from forming while preparing the product. The most common way to do this when preparing pudding is to mix the starch with the sugar before adding any liquid. The sugar separates the starch particles and prevents them from lumping together. If powdered milk is used, the dry milk particles should be mixed with the starch and the sugar before water is added.

The amount of sugar in a recipe also affects the firmness or thickness of a pudding. The more sugar a recipe contains, the softer the pudding will be. Care should be taken to use exactly the amount a recipe calls for as too much sugar can prevent a pudding from ever jelling or setting up.

Preparing Boiled Pudding

-Combine starch with sugar.
-Add part of cold milk to starch mixture; stir, forming paste.
-Add remaining milk. (Some recipes call for scalded milk).
-Cook in double boiler over simmering water. If double boiler is not available, use heavy pan over low to medium heat.
-Stir constantly to prevent lumps.
-Follow timing for each recipe exactly, usually 5 to 10 minutes.
-Remove from heat and add flavoring.
-Pour into individual serving dishes.
-If pudding is to be stored for several hours, cover tops of dishes. This prevents a toughened surface from forming on top of the pudding.

Preparing Baked or Steamed Pudding

Steamed and baked puddings are different in appearance than the softer, boiled puddings. They look more like a cake and are usually richer (more sweet). Baked puddings are usually drier than steamed puddings.

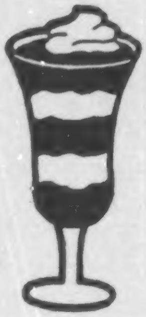
Because of the number of different ingredients baked and steamed puddings may contain, their preparations can vary greatly. Care should be taken to follow individual recipes exactly.

Rice Pudding and Bread Pudding are examples of baked puddings. Indian Pudding is a baked pudding thickened with cornmeal. Examples of steamed pudding are Plum Pudding and Carrot Pudding.

INFORMATION SHEET #1 (Continued)

Serving Pudding

- -Pudding may be served hot or cold.
- -Puddings are usually served in individual dessert cups.
- -Puddings may be served with a dessert sauce such as: caramel, fruit, or chocolate.
- -Boiled puddings may be used as a sauce poured over cake or fruit.
- -Pudding may be used in a parfait.
- -Puddings may be molded to form attractive shapes and turned out on serving dishes.
- -Puddings may be garnished with chocolate curls, coconut or whipped cream
- -Serving size: Boiled - ½ cup (#10 dipper)
  - Baked - 3 oz.
  - Steamed - 2 ½ oz. (#16 dipper)



A properly prepared pudding should have these qualities:

- -light in texture
- -smooth; free of lumps
- -pleasing flavor; not having starchy taste
- -jelly-like in consistency
- -boiled pudding should quiver when shook

Custard

Custard is a pudding-like mixture thickened with eggs. Its basic ingredients include eggs, milk, sugar and flavorings.

Because custards are thickened with eggs, the principles of egg cookery must be followed when preparing them. Like eggs, custards should be cooked in low temperatures following exact timing. Cooking too long and at too high temperatures causes custard to toughen and curdle. The length of cooking time may be shortened by the use of scalded milk.

The thickness of a custard varies with the numer of eggs used in a given recipe. The greater the number of eggs used, the thicker the custard will be. The final use of a custard will determine how thick the custard will be. Custards used as a sauce will need fewer eggs than those custards to be molded into shapes. Whole eggs or just egg yolks may be used. When only egg yolks are used, the custard will thicken faster and require a shorter cooking time.

Two basic types of custards are: (1) soft custards and (2) firm custards. Soft custards may also be called stirred custards because they are stirred constantly while being prepared on top of the range. They usually contain 1 to 1½ eggs for each cup of milk used. Firm custards may be baked or steamed. They contain 2 or more eggs for each cup of milk used.

INFORMATION SHEET #1 (Continued)

Preparing Stirred Custard

-Prepare in double boiler over simmering (180°F) water.
-Beat eggs just enough to blend.
-Add sugar and salt.
-Stir in milk. (Some recipes require scalded milk.)
-Cook until liquid coats a spoon.
-Remove from heat and place in cold water. This will stop cooking action.
-Stir in flavoring.
-Portion as to serving directions.
-Serving size: ½ cup.
-May be served over cake or fruit, used with souffles or portioned in individual dessert cups.

A properly prepared stirred custard should have these qualities:

- smooth and free of lumps.
- pours easily from pan
- attractive yellow color.
- pleasing flavor.

Preparing Baked Custard:

-Prepare in mixing bowl.
-Beat eggs just enough to blend.
-Add sugar and salt.
-Stir in milk. (Some recipes require scalded milk.)
-Add flavoring.
-Portion into individual serving dishes (½ cup).
-Place individual dishes in a pan of water. Water level around cups should almost reach top of custard level in cups.
-Cook in 350°F oven until knife inserted half way between center of custard and edge of cup comes out clean. (Water should not boil during cooking time.)
-Remove from oven before center gels. Custard will continue to cook slightly.
-Cool and serve or store.
-Serve in baking cups, plain, with fruit or unmolded. May be sprinkled with nutmeg or coconut before baking.

(39) T.10
S.6

INFORMATION SHEET #1 (Continued)

Preparing Steamed Custard:

-Prepare as a baked custard.
-Portion (½ cup) in individual serving dishes.
-Cover tops with aluminum foil to avoid excess moisture.
-Place cups on steamer.
-Steam until firm.
-Remove immediately.
-Serve same as baked custard.

A properly prepared baked or steamed custard should have these qualities:
    -smooth and free of lumps
    -no bubbles around the sides of the dish
    -pleasing flavor
    -jelly-like consistency
    -holds its shape when unmolded from a baking dish

Chiffon

A chiffon may be a variation of either a pudding or custard. Chiffon pudding and chiffon custard are light and airy desserts. They both contain eggs; chiffon puddings also contain gelatin.

To obtain their lightness, the egg whites are beaten separately from the egg yolks. The stiff whites are then folded into the partially thickened remaining ingredients. This process produces a very light and fluffy dessert.

Chiffon Custard

Chiffon custard is made from a soft or stirred custard recipe. The custard is prepared as directed, using only egg yolks and one-half the amount of sugar. The egg whites are beaten until stiff with the remaining sugar and folded into the cooled custard. Individual dessert cups are used for portioning the pudding which is chilled before serving.

Chiffon Pudding

Chiffon pudding is also prepared by beating one-half of the sugar with the egg yolks and remaining sugar with the egg whites. Dissolved gelatin is added to the egg yolks. This helps the dessert hold its shape since it is usually molded before serving. The egg whites are folded into the partially thickened egg yolk and gelatin mixture. After being placed in a mold, the pudding is chilled for several hours or overnight. It may be served with whipped cream or sprinkled with chopped nuts.

A properly prepared chiffon should have these qualities:
- smooth and free of lumps
- light and airy in texture
- attractive color
- pleasing flavor

Mousse

A dessert mousse is a mixture of whipped cream that is sweetened and flavored, placed in a mold and frozen. The mixture may or may not contain eggs or gelatin. The addition of either the eggs or the gelatin helps give the dessert firmness and the ability to hold its shape.

A basic mousse recipe, or vanilla mousse, contains whipping cream, egg white, sugar, salt and vanilla. Variations of this recipe may be made by adding fruits such as applesauce , raspberries or strawberries.

Because a mousse is usually frozen in a fancy mold, it can be a very attractive dessert. To unmold it easily, rinse the outside of the mold with cold water. Wipe off the excess water and remove the mold cover. After loosening the edges with a knife, turn onto a chilled serving dish. A cloth, dipped in warm water and wrung out, may be placed for a few minutes over a mousse that will not unmold easily.

With its basic ingredients being whipped cream (and sometimes eggs), mousse tends to be a very rich and heavy dessert. It may , therefore, require smaller portions than other similar desserts.

A properly prepared mousse should have these qualities:
- frozen
- attractive in appearance
- pleasing flavor

WORKSHEET #1

I. Found below are ingredients for pudding, custard, chiffon, and mousse. In the blanks provided, label each list with its correct specialty dessert.

1. Sugar, salt, eggs, gelatin. ____________________
2. Sugar, salt, eggs, whipped cream. ____________________
3. Sugar, salt, flour, milk. ____________________
4. Sugar, salt, eggs, milk. ____________________

II. Match the specialty desserts listed in Column B with preparation techniques listed in Column A. NOTE! All items in Column B will be used more than once, and some techniques in Column A will have more than one answer.

Column A

_____ 1. Steamed
_____ 2. Requires beaten egg whites
_____ 3. Thickened with gelatin
_____ 4. Baked
_____ 5. Thickened with eggs
_____ 6. Frozen
_____ 7. Boiled
_____ 8. Thickened with starch
_____ 9. Requires whipped cream
_____10. Molded
_____11. Chilled before serving
_____12. Served hot

Column B

A. Pudding
B. Custard
C. Chiffon
D. Mousse

HINT! There are 25 correct answers in part II.

ACTIVITY #1

Directions: Prepare *at least* one pudding or custard recipe as directed in any standardized quantity foods recipe (see for example, Vanilla Cream Pudding or Baked Custard in *Food for Fifty*). Your instructor will evaluate your performance and final product(s).

ACTIVITY #2

Directions: Prepare *at least* one chiffon or mousse recipe as directed in any standardized quantity foods recipe (see for example, Apricot Whip or the variation listed under Chocolate Cream Filling in *Food for Fifty*). Your instructor will evaluate your performance and final product(s).

CONSUMABLE

POST-TEST

Prepare Specialty Desserts

Directions: Read through each question below carefully. Choose the answer that best completes each question. Place the letter in the blanks provided.

____ 1. Which of the following has whipped cream as its main ingredient.
- a. mousse c. chiffon
- b. pudding d. custard

____ 2. Which of the following determines how thick a pudding is?
- a. # of eggs used c. amount of milk used
- b. how long it is refrigerated d. amount of starch used

____ 3. How may lumps best be prevented when cooking with starches?
- a. dissolve the starch in hot water.
- b. mix the starch with the sugar before adding liquid.
- c. mix the starch with the eggs before adding liquid.
- d. stir the starch while adding the liquid to it.

____ 4. Which of the following describes the preparation of chiffon pudding?
- a. steamed c. chilled
- b. baked d. frozen

____ 5. Which of the following is a sweetened milk mixture thickened with starch?
- a. mousse c. chiffon
- b. pudding d. custard

____ 6. Which of the following is not a method of preparing pudding and custard?
- a. baked c. broiled
- b. boiled d. steamed

____ 7. Which of the following is not a starch?
- a. flour c. gelatin
- b. tapioca d. cornmeal

____ 8. Which of the following is a sweetened milk mixture thickened with eggs?
- a. mousse c. chiffon
- b. pudding d. custard

____ 9. The term gel means ____________________.
- a. to form lumps
- b. to be runny
- c. to be held in a closed container
- d. to become firm

POST-TEST (Continued)

_____10. Stirred custard is cooked until ______________________.
a. bubbles form around the sides of the pan.
b. the mixture coats a metal spoon.
c. the mixture turns a golden brown.
d. it is difficult to move a spoon through the mixture.

_____11. Which of the following contains beaten egg whites and gelatin?
a. frozen
b. lumpy
c. molded
d. custard

_____12. Which of the following describes both a chiffon pudding and a mousse?
a. frozen
b. lumpy
c. molded
d. none of the above

_____13. Which of the following describes the preparation of unflavored gelatin for use in recipes?
a. softened in cold water, dissolved over hot water.
b. softened in hot water, set-up with cold water.
c. boiled first, then quick-chilled with ice water.
d. mixed with sugar before adding any water.

_____14. What is the common portion size of specialty desserts?
a. 1 cup
b. ½ cup
c. ⅓ cup
d. 3/4 cup

_____15. Which of the following does not describe properly prepared pudding and custard?
a. free of lumps
b. pleasing flavor
c. molded dishes hold shape when unmolded
d. streaked color

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Specialty Desserts

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

	Pudding or Custard			Chiffon or Mousse		
I. Performance	A	N	NA	A	N	NA
-Followed safety procedures.						
-Followed personal safety habits.						
-Followed sanitation techniques.						
-Displayed personal hygiene.						
-Cleaned work area						
II. Product						
-Is smooth and free of lumps.						
-Pours easily from pan.						
-Is light in consistency.						
-Has an attractive color.						
-Has a pleasing flavor.						
-Holds its shape when unmolded.						
-Is served attractively and at the proper temperature.						

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

WORKSHEET & EVALUATION KEY

PRE-TEST

(1) F, (2) F, (3) T, (4) T, (5) F, (6) F, (7) F, (8) F, (9) F, (10) T, (11) F, (12) T, (13) F, (14) F, (15) T

WORKSHEET #1

I. (1) Chiffon, (2) Mousse, (3) Pudding, (4) Custard

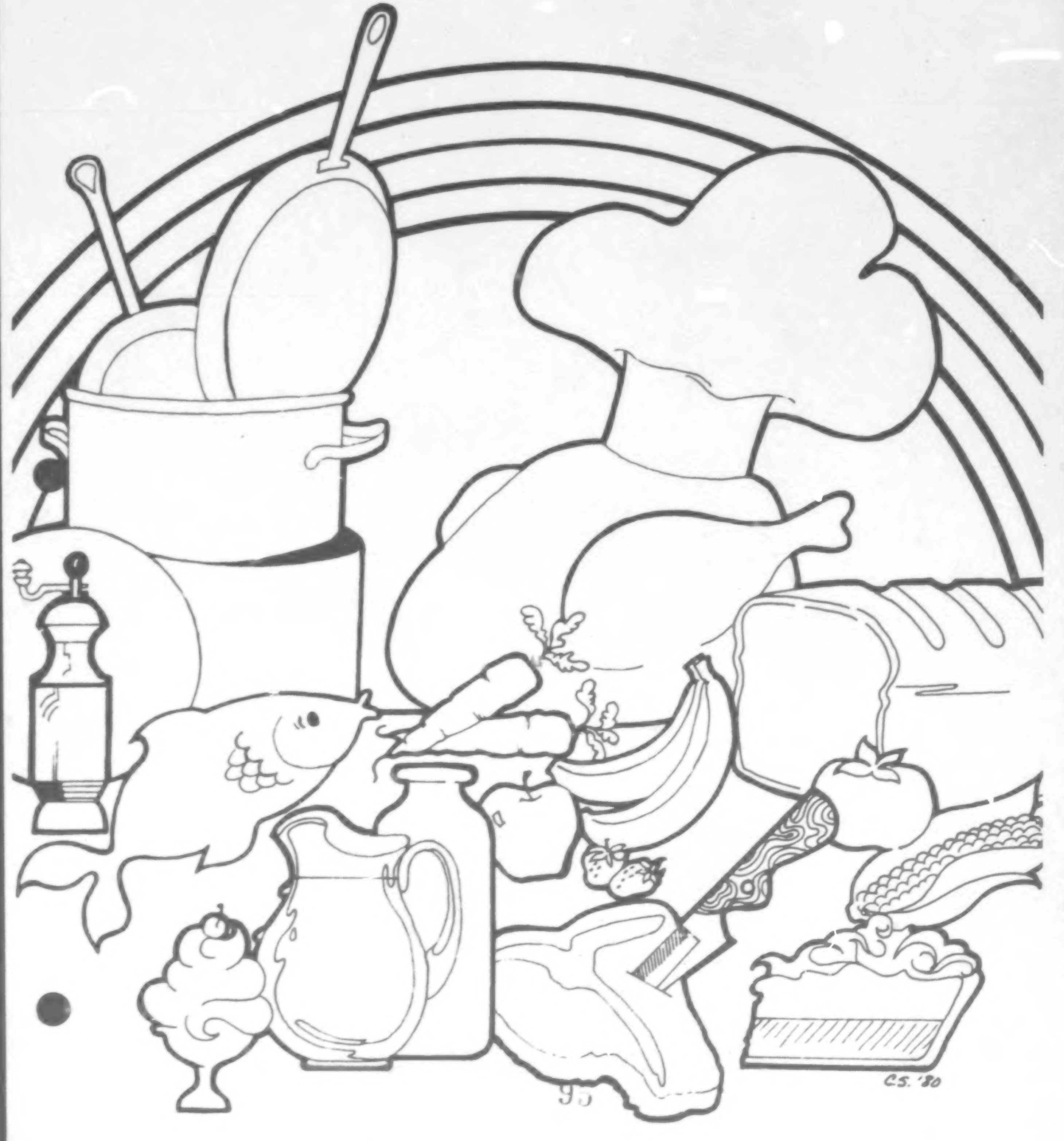
II. (1) A,B; (2) C, (3) C, D; (4) A, B; (5) B, C, D; (6) D, (7) A, B; (8) A, (9) D, (10) A, B, C, D; (11) A, B, C, D; (12) A, B

POST-TEST

(1) a, (2) d, (3) b, (4) c, (5) b, (6) c, (7) c, (8) d, (9) d, (10) b, (11) c, (12) c, (13) a, (14) b, (15) d

Food Service Worker

MODULE 40: YEAST RAISED PRODUCTS



YEAST RAISED PRODUCTS

Competence Area: F. Food Preparation

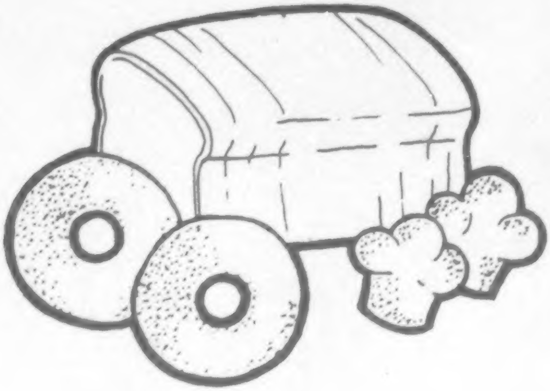
Competency Statement: 22.00 Prepare Yeast-Raised Products

Level
Tasks: .01 Prepare yeast-raised breads-------------------------------- Basic
  a. white
  b. whole wheat
  c. rye
.02 Prepare yeast-raised rolls----------------------------------- Basic
.03 Prepare baked yeast-raised sweet dough products----------- Basic
  a. rolls
  b. coffee cakes
  c. danish
.04 Prepare fried doughnuts------------------------------------- Special

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare at least one yeast-raised bread and sweet dough product. Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-8, 10-18, 35

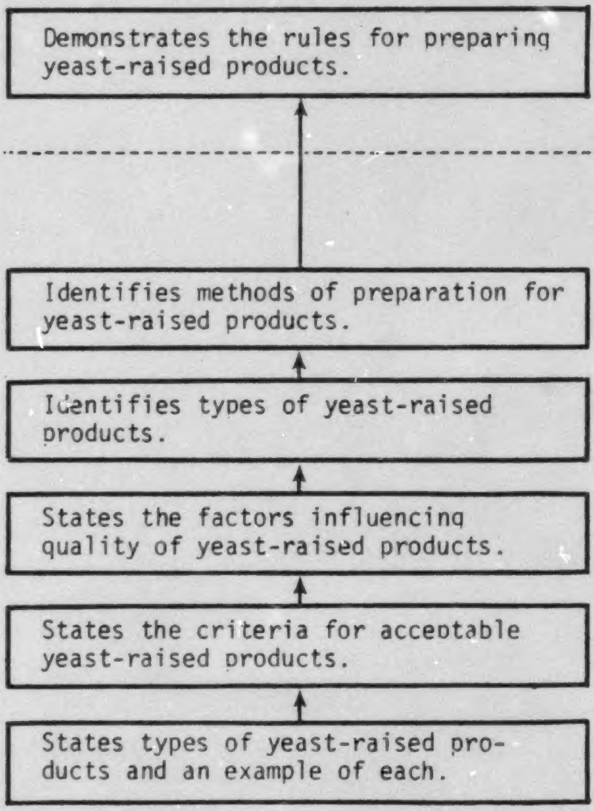


LEARNING HIERARCHY

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare at least one yeast-raised bread and sweet dough product. Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objective



Demonstrates the rules for preparing yeast-raised products.

Enabling Objectives

Identifies methods of preparation for yeast-raised products.

Identifies types of yeast-raised products.

States the factors influencing quality of yeast-raised products.

States the criteria for acceptable yeast-raised products.

States types of yeast-raised products and an example of each.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheets #1 and #2.
5. Complete worksheet #1. Consumable.
6. Complete activities #1 and #2.
7. Request post-test from instructor - complete. Consumable.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Use pre-test to introduce concepts.
2. Go over objectives and vocabulary words with the group.
3. Discuss information sheets #1 and #2.
4. Demonstrate (teacher) preparing basic yeast bread. Discuss step-by-step procedure.
5. Direct each student to complete worksheet #1. Collect and evaluate.
6. Divide into groups and assign activities #1 and #2.
7. Direct each student to complete post-test. Collect and evaluate.
8. Direct students, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

   a. Discovering Food, 1978 edition.
   b. Exploring Professional Cooking, 1980 edition.

II. Audio-Visual Aids

   a. Filmstrips - Preparing Dough
   - Kneading and Cutting Dough
   Shaping Yeast Rolls
   (From McGraw-Hill, Mid Continent Distribution Center, Manchester, MO 63011)

PROCESS SHEET (Continued)

- Breads You Make With Yeast
  (From Betty Crocker)
- Food Service: Baking and Breakfast Cookery
  (From Prentice-Hall Media, 150 White Plains Rd.,
  Tarrytown, NY 10591)

b. Transparencies - Food Basics: Bakery Products
(From Career Aids, Inc., 8950 Lurline Ave.,
Dept V14, Chatsworth, CA 91311)

III. Activities

1. Invite a baker to demonstrate bread-making.
2. Visit a bakery and/or restaurant that makes yeast-raised bread.
3. Have students bake several variations and shapes of yeast-raised bread/rolls.
4. Collect pictures of different kinds and shapes of yeast-raised products; make a bulletin board or collage.

CONSUMABLE

PRE-TEST

Prepare Yeast-Raised Products

Directions: Read each statement below carefully. If it is true, circle the "T"; if false, circle the "F."

T F 1. Yeast is a proofing agent.

T F 2. To cut in means to combine fat into dry ingredients using a chopping motion.

T F 3. Dough may be mixed and kneaded by hand or mixer dough hook.

T F 4. Soft yeast dough results in a firm bread with a hard crust.

T F 5. Basic white bread consists of salt, sugar, fat, flour, and yeast.

T F 6. The amount of flour and water used in yeast-raised products does not vary.

T F 7. Sweet yeast doughs have eggs and sugar added for richness and flavor.

T F 8. Liquids used in making yeast-raised products should be warm.

T F 9. To knead dough by hand, push down and away on dough for each quarter (1/4) turn.

T F 10. Dough should be oiled before rising to prevent dough from sticking to your hands.

T F 11. Extra flour used in preparation of yeast breads will make the product tough.

T F 12. The correct size pan insures consistent shape of any yeast-raised product.

T F 13. To punch down dough, push your fist into center of dough before rising.

T F 14. Yeast dough should double in size before punching and shaping.

T F 15. Baked yeast breads should be large in size for weight with a thin, crisp crust and sweet, nutty flavor.

STUDENT GUIDE SHEET

*Directions: To Student — Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete the module:

1. Read and study vocabulary words.
2. Read and study information sheets #1 and #2.
3. Complete worksheet #1.
4. Complete activities #1 and #2.
5. Request post-test from instructor - complete.
6. Turn completed work in to instructor.
7. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Cut In - To combine fat into dry ingredients (making small particles) using a chopping motion .
2. Gluten - The protein part of flour which gives structure to dough, enabling flour to expand and hold its shape.
3. Kneading - Working dough using the hands or a dough hook.
4. Leavening Agent - Substance which causes a product to rise during baking; yeast.
5. Proofing - Bread doubles in size after being panned.
6. Resting - To set after punching.

#1 INFORMATION SHEET

Yeast-raised products are very popular today because their yeasty flavor and aroma is appetizing. Using yeast as the leavening agent, yeast-raised products take longer to make than quickbreads. This occurs because yeast needs time to act, and the dough must be given time to rise. Yeast doughs can be bland and/or sweet (coffee cakes, sweet rolls). They may be soft or stiff. Soft doughs make a tender bread which rises rapidly. Stiff doughs make a firm bread with a hard crust.

What Are Yeast Dough Products?

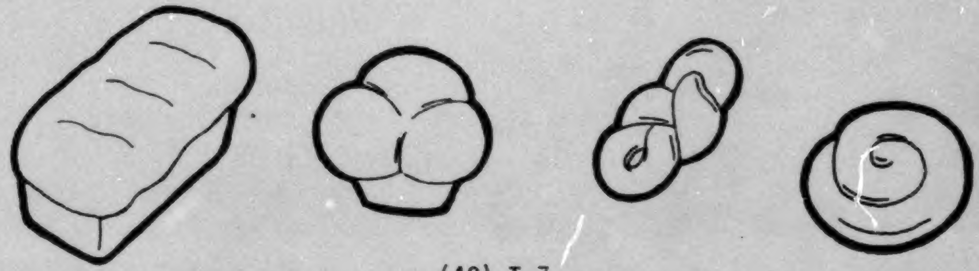
Yeast breads or rolls are made from white, wheat or whole grain (whole wheat or rye) flours. Each type of flour gives the product a different flavor, aroma and texture. Basic white bread contains flour, yeast, salt, sugar, shortening and water.

Sweet yeast doughs have more sugar than bread and roll doughs. They also contain butter or margarine and eggs for richness and flavor. Nuts and fruits may be added for variety. Many sweet doughs are used to make coffee cakes and pastries.

The amount of flour and water used in yeast-raised products may vary because flour varies in the amount of liquid it absorbs. Add enough flour to make the type of dough specified in the recipe (soft or stiff). Humid (moist) weather may cause the need for more flour.

Temperatures are important when making yeast-raised products. Liquids used should be warm because yeast will not grow in cold temperatures. Too hot temperatures will kill the yeast. Recipes will usually specify temperatures needed for liquids.

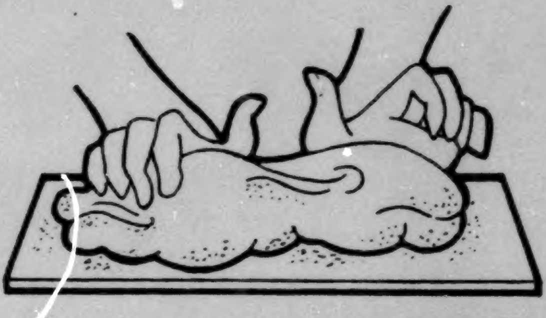
Yeast doughs will usually rise until they are double in bulk (45 min. to 1½ hrs). However, sweet doughs and doughs made from whole-grain flour rise more slowly. If dough does not rise long enough, it will be heavy and compact. If it rises too much, it will have a coarse, uneven texture. It may even collapse when baking.



Mixing Methods for Yeast Doughs

I. Conventional Method:

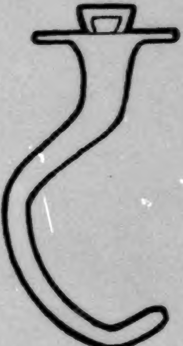
- -Dissolve active, dry yeast in small amount of warm water (105° to 110°F).
- -Heat the remaining liquid along with the fat, sugar, and salt until it is hot, but not boiling.
- -Pour this hot liquid into a large mixing bowl. Allow to cool (110°F). If you do not have a thermometer, test a few drops on your wrist. They should feel warm.
- -Pour softened yeast into the warm liquid. Mix well. Stir in flour. Mix in enough flour to form the dough desired - either soft or stiff. Should be able to handle dough easily with the hands.



II. Mixer Method

- -Combine one third of the flour with the sugar, salt, and undissolved dry yeast in a large mixing bowl. Stir well.
- -Add softened fat and warm water (straight from the faucet) or milk. The temperature should be 120° to 130°F.
- -Beat with an electric mixer at medium speed for two minutes. Scrape the bowl occasionally.
- -Add enough flour to make a batter. Beat at high speed for one minute.
- -Stir in remaining flour with a wooden spoon.

After mixing the dough, it must be kneaded and allowed to rise. Then it is shaped and allowed to rise again before baking.



To Knead Dough. . .

- -Gently fold the dough in half toward you.
- -Then push down and away on dough with the heels of both hands.
- -Then give the dough a quarter (¼) turn. Repeat for time specified in recipe.

*Note: Dough can be kneaded with a dough hook!

After dough is kneaded, it must be allowed to rise. . .

-Oil a large mixing bowl and place the ball of dough in it.
-Gently rub the dough against the sides of the oiled bowl, to get oil on the dough. Then turn the ball over so the oiled side faces up. The oil keeps the dough from drying out. (If the dough becomes dry, it forms a crust which should be removed. If not, it will cause streaks throughout the bread.)
-Very lightly, place plastic film or foil on top of the mixing bowl.
-Also cover the bowl with a clean, dry towel.
-Place dough in a warm area where the temperature is 75° to 85°F. If the area is cooler, fill the large bowl ½ full of hot water. Place a wire rack on top of the bowl, and set the bowl of dough on the rack above the hot water. Keep the water hot.
-Let dough rise until double in bulk. (Approximately 45 minutes to 1½ hours).

How to tell if dough is doubled in bulk. . .

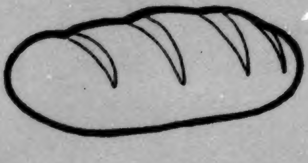
Gently press two fingers into the surface of the dough. If the dent you make remains, the dough is ready to shape. If the dent springs back, the dough should rise a little longer.

After dough has been allowed to rise, it must be punched down and shaped. . .

To punch down the dough:
-Push your fist down into the center of the dough as far as you can.
-Pull the dough away from the sides of the bowl and press the dough down toward the center again to form a ball.
-It is now ready to shape into loaves or rolls.
-Turn dough out on a lightly floured board or pastry cloth.

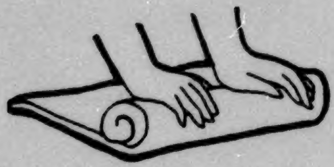
To shape a loaf of bread. . .

-Grease pan(s) and flour, if necessary. Be sure to use the correct size pan specified in the recipe!
-Flour the work counter lightly, using as little flour as possible. Extra flour will make bread tough.
-Divide the dough as specified in the recipe, using scissors or a sharp knife to cut the dough apart. (If you have a scale, weigh out each piece to be sure all are about the same size.)
-With a rolling pin, roll the dough into a rectangle. Be sure it is the same thickness throughout. Roll out all bubbles in the edges.
-Roll up the dough tightly toward you. Work carefully and make sure no air is trapped as you roll the dough. Trapped air will create large holes in the finished product (see picture at next page)

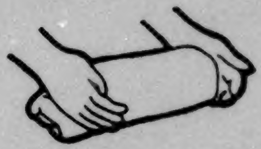


INFORMATION SHEET #1 (Continued)

-Pinch the seam ends to the roll and turn the roll seam side down.
-Seal the ends by holding your hands straight up and down so the palms face each other. With the bottom edges of your hands, press down on both ends of the roll to pinch and flatten the uneven ends of the dough. Turn the flattened ends underneath the roll and pinch the ends to the roll (see picture b. below).
-Turn the roll seam side down and place in a greased pan.



a.



b.

To Make Yeast Rolls

Shaping yeast rolls can be fun. Follow the guidelines below:

-Lightly flour the work surface.
-Divide the dough into two or three large pieces as directed in the recipe. Use a sharp knife or scissors.
-You will be able to work with only one large piece at a time. To keep the others from drying out, cover them with a clean, dry towel.
-Grease the pan as specified in the recipe.
-Allow shaped rolls to rise until double in bulk.
-Set a timer for about 15 minutes before the rolls will have doubled in bulk. It will remind you to preheat the oven.
-Bake in a preheated oven at the temperature and for the time given in the recipe.

To Make Fried Yeast Doughnuts

Doughnuts are very popular with most people. They are favorites for breakfast, coffee breaks, snacks, and even special holiday parties. Their popularity has led to the establishment of specialty doughnut shops. But homemade doughnuts are particularly appreciated by those who eat them. A variety of doughnuts can be made with great success.

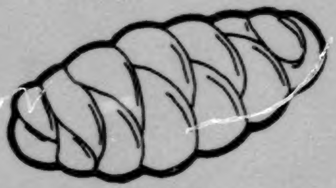
Doughnuts, unlike baked yeast-raised products, are cooked in heated fat or vegetable oil. Doughnuts are dropped into fat that is heated to approximately 375°F. Like the heat of an oven, the heat of the hot fat cooks the doughnuts, giving them a golden-brown crust.

#2 INFORMATION SHEET

Causes of Poor Quality in Yeast-Raised Products

OUTSIDE APPEARANCE:

Poor shape	-	Improper shaping of loaf; too much dough for pan; insufficient rising time.
Too small	-	Too much salt; not enough yeast; insufficient rising period; oven temperature too high.
Too pale	-	Not enough sugar; temperature of dough during mixing and rising too high; oven temperature too low.
Too large	-	Not enough salt; too much yeast; rising period too long; oven temperature too low.
Too dark	-	Too much sugar; insufficient rising time; oven temperature too high.
Uneven color	-	Improper shaping of loaf; incorrect placement in oven; uneven heat in oven.
Tough	-	Not enough shortening; insufficient rising time; overbaking.
Too thick crust	-	Crusting of dough during rising time: oven temperature too low; overbaking.
Cracks	-	Crusting of dough during rising; cooling loaf too quickly.
Blisters	-	Improper shaping of loaf; temperature of rising too low; rising time too long.



INSIDE APPEARANCE:

Poor color	-	Too much yeast; temperature of dough during mixing and rising too high; rising time too long; oven temperature too low.
Streaks	-	Crusting of dough; improper mixing of dough; too much flour used during kneading and shaping loaf.
Coarse	-	Dough too soft; temperature of dough during mixing and rising too high; rising time too long.
Uneven	-	Dough too soft; too much flour used during kneading and shaping; improper punching and shaping.
Poor texture	-	Too much flour; wheat flour substitutes; temperature of dough during mixing and rising too high; rising time too long; overkneading.
Flavor	-	Wrong proportions of ingredients; temperature of dough during mixing and rising too high; rising time too long.

CONSUMABLE

WORKSHEET #1

I. Directions: Unscramble the steps below concerning the two mixing methods for yeast breads. Put the steps in proper order under each heading listed.

1. Beat with an electric mixer at medium speed for two minutes. Scrape the bowl occasionally.
2. Heat the remaining liquid along with the fat, sugar, and salt until it is hot, but not boiling.
3. Pour softened yeast into the liquid. Mix well.
4. Stir in remaining flour with a wooden spoon.
5. Dissolve active yeast in small amount of warm water (105° to 110°F).
6. Add enough flour to make a batter. Beat at high speed for one minute.
7. Combine one third of the flour with the sugar, salt, and undissolved dry yeast in a large mixing bowl. Stir well.
8. Stir in flour. Mix in enough flour to form dough desired-either soft or stiff. Should be able to handle dough easily with your hands.
9. Pour the hot liquid into a large mixing bowl. Allow to cool (110°F).
10. Add softened fat and warm water (straight from the faucet) or milk. The temperature should be 120° to 130°F .

Conventional Method	Mixer Method
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

II. NOW, outline the steps of dough preparation after mixing - to the point where dough is shaped into loaves or rolls.

(40) T.12
S.8

ACTIVITY #1

Directions: Prepare at least one yeast dough bread or rolls recipe as directed in any standardized quantity foods recipe (see for example, White Bread or Plain Rolls in Food for Fifty). Your instructor will evaluate your performance and final product(s).

ACTIVITY #2

Directions: Prepare at least one sweet yeast dough product as directed in any standardized quantity foods recipe (see for example, Basic Sweet Roll Dough and its variations in Food for Fifty). Your instructor will evaluate your performance and final product(s).

POST-TEST

Prepare Yeast-Raised Products

I. Select from the list below ingredients of yeast breads. Circle the letter of the correct answer(s).

a. Flour
b. Salt
c. Sugar
d. Butter
e. Baking powder
f. Milk
g. Water

II. Select from the list below factors influencing quality of baked breads. Circle the letter of the correct answer(s).

a. Temperature of ingredients
b. Method of mixing ingredients
c. Quality of crumb
d. Mixing time
e. Baking pan size
f. Weight of bread
g. Oven temperature

III. Select from the list below criteria for judging quality of baked breads. Circle the letter of the correct answer(s).

a. Convenient shape
b. Small size for weight
c. Thick, dry crust
d. Thin, crisp crust
e. Creamy white inside color
f. Elastic crust
g. Bland, yeasty flavord
h. Tender, slightly moist inside texture
i. Golden brown, flat-topped outside crust

IV. Match the terms on the right with the correct definitions on the left. Write your answers in the blanks provided.

DEFINITIONS

_____ 1. To combine fat into dry ingredients using a chopping motion
_____ 2. Substance which causes a product to rise during baking.
_____ 3. Working dough using the hands or a dough hook.
_____ 4. To fold dough inward to the center.
_____ 5. Bread doubles in size after being panned.

TERMS

a. proofing
b. punching
c. kneading
d. resting
e. leavening agent
f. cut in

POST-TEST (Continued)

V. Number in order (1-6) the steps below for preparing yeast dough bread or rolls. Use "1" as the first step and "6" as the last step.

_____ Knead the dough.

_____ Shape the dough.

_____ Mix the dough by hand or dough hook.

_____ Allow the dough to rise.

_____ Allow the dough to rise again before baking.

_____ Punch down the dough.

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Yeast-Raised Products

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

	Bread or Rolls			Sweet Dough Product		
I. Process	A	N	NA	A	N	NA
-Followed safety procedures.						
-Followed personal safety habits.						
-Followed sanitation techniques.						
-Displayed personal hygiene.						
-Cleaned work area.						
II. Product						
Outside Characteristics -Is well-proportioned; symmetrical with a rounded top.						
-Has even, rich golden brown crust						
-Is tender; crisp; even thickness; free from cracks						
Inside Characteristics -Is creamy white; free from streaks						
-Is tender; soft; slightly moist						
-Has a "wheaty," sweet, nutty flavor						

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

(1) F, (2) T, (3) T, (4) F, (5) T, (6) F, (7) T, (8) T, (9) T, (10) F, (11) T, (12) T, (13) F, (14) T, (15) T

WORKSHEET #1

I. Conventional Method - 5, 2, 9, 3, 8

Mixer Method - 7, 10, 1, 6, 4

II. See information sheet #1

POST-TEST

I. a, b, c, f, g

II. a, b, d, e, g

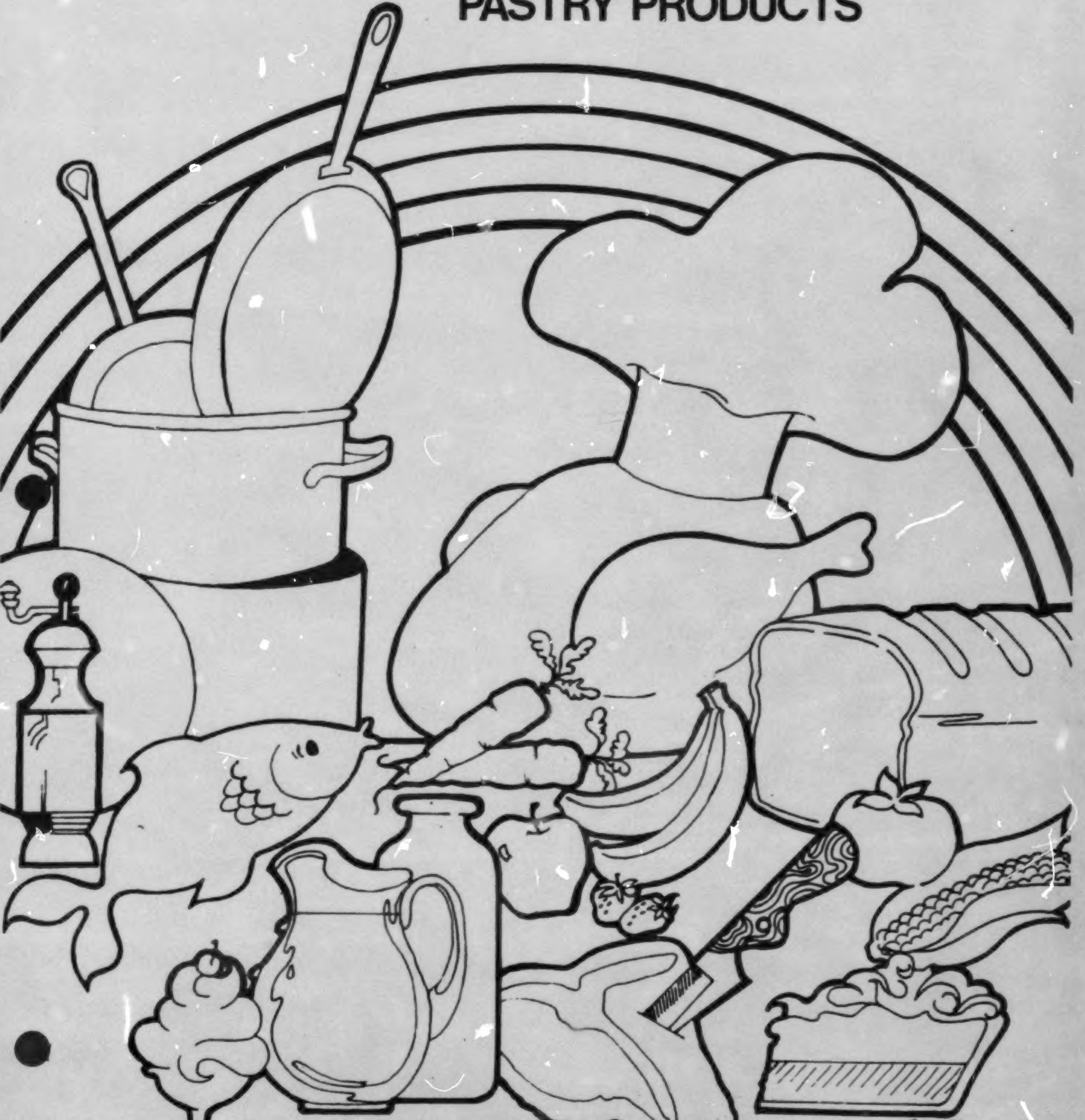
III. a, d, f, g, h, i

IV. (1) f, (2) e, (3) c, (4) b, (5) a

V. 2, 6, 1, 3, 5, 4

Food Service Worker

MODULE 41: CREAM PUFF & PUFF PASTRY PRODUCTS



CREAM PUFF & PUFF PASTRY PRODUCTS

Competence Area: F. Food Preparation

Competency Statement: 23.00 Prepare Cream Puff and Puff Paste Products

Tasks			Level
Tasks:	.01	Prepare baked cream puff products a. cream puffs b. eclairs	Special
	.02	Prepare puff paste dough products a. turnovers b. cream horns c. napolean slices	Special

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare at least one cream puff and one puff paste product. Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

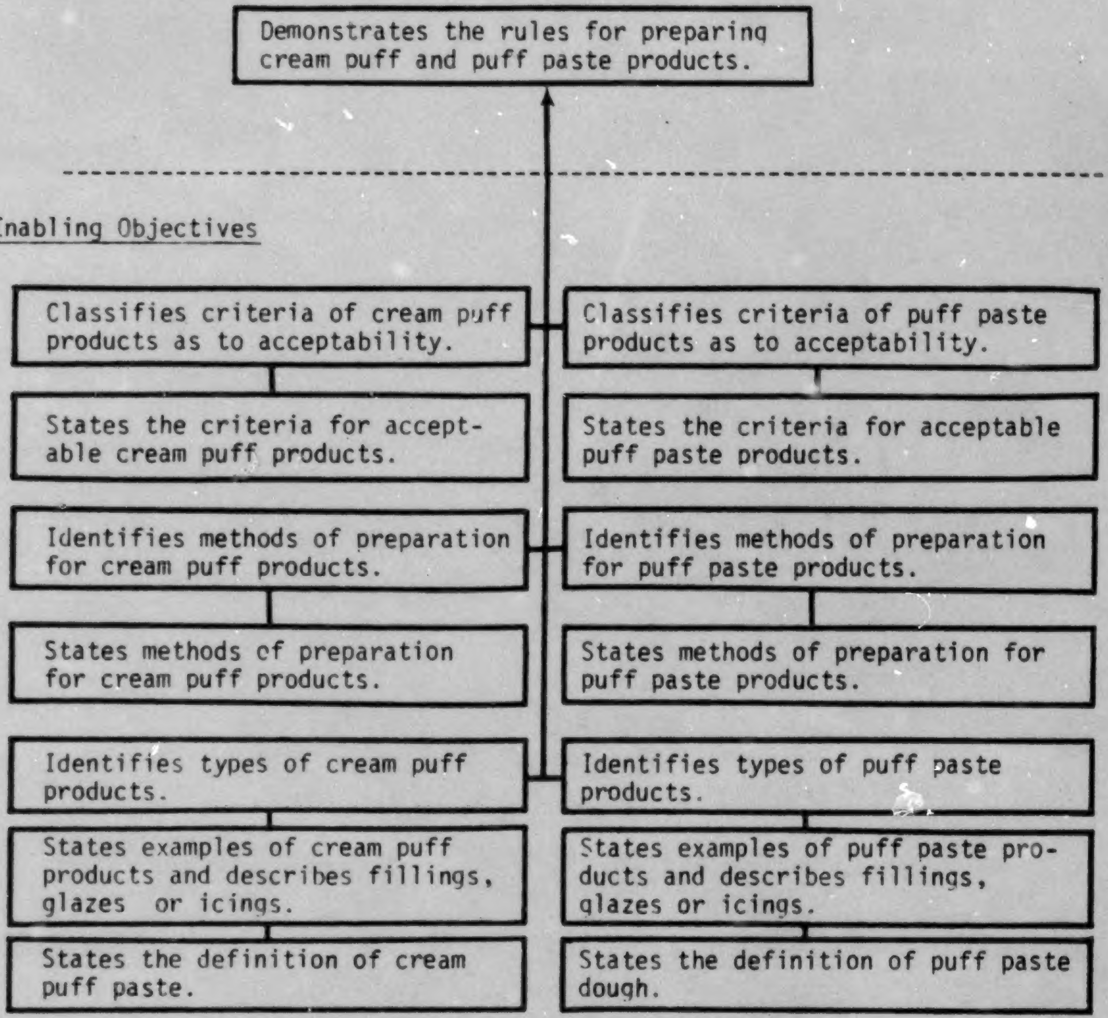
Prerequisites: Modules #1-8, 10-18, 36-37

LEARNING HIERARCHY

Specific Student Performance

Given standardized recipes and necessary supplies, the student will prepare at least one cream puff and one puff paste product. Performance and final products will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objective



Demonstrates the rules for preparing cream puff and puff paste products.

Enabling Objectives

Classifies criteria of cream puff products as to acceptability.

States the criteria for acceptable cream puff products.

Identifies methods of preparation for cream puff products.

States methods of preparation for cream puff products.

Identifies types of cream puff products.

States examples of cream puff products and describes fillings, glazes or icings.

States the definition of cream puff paste.

Classifies criteria of puff paste products as to acceptability.

States the criteria for acceptable puff paste products.

Identifies methods of preparation for puff paste products.

States methods of preparation for puff paste products.

Identifies types of puff paste products.

States examples of puff paste products and describes fillings, glazes or icings.

States the definition of puff paste dough.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete activity #1.
6. Read and study information sheet #2.
7. Complete activity #2.
8. Request post-test from instructor - complete. Consumable.
9. Turn completed work in to instructor.
10. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Use pre-test to introduce concepts.
2. Go over objectives with the group.
3. Discuss vocabulary words and information sheets #1 and #2.
4. Divide class into small gorups to practice preparing cream puff and puff paste products. (see activities #1 and #2).
5. Direct students to complete post-test. Collect and evaluate.
6. Direct students,when ready, to request the final checkout performance evaluation.

***NOTE: After work is evaluated additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

   a. Elements of Food Production and Baking, 1978 edition.
   b. The Professional Chef, Cahners Books.

II. Audio-Visual Aids

   a. Filmstrips - Preparing Cream Puff Dough
      (From Eye Gate, Jamaica, NY 11435)
      - Food Service: Baking and Breakfast Cookery
      (From Prentice-Hall Media, 150 White Plains Rd., Tarrytown, NY 10591)

b. Transparencies - Food Basics: Bakery Products
(From Career Aids, Inc., 8950 Lurline Ave.,
Dept V14, Chatsworth, CA 91311)

III. Activities

1. Visit a bakery where cream puff paste and puff paste dough products are prepared.
2. Invite a baker to visit your classroom and prepare cream puff paste and puff paste dough products.

PRE-TEST

Prepare Cream Puff And Puff Paste Products

I. Read the statements below carefully. If the statement is true, write "True" in the blanks provided. If false, write "False."

_____ 1. Puff paste dough involves a lot of rolling.

_____ 2. Puff paste dough contains baking powder.

_____ 3. Cream puff paste products are filled with custard before baking.

_____ 4. Cream puff paste is cooked in a pan.

_____ 5. Steam is the major leavening agent in cream puff paste.

_____ 6. Butter is spread between the layers for puff paste dough.

_____ 7. A napoleon slice may be filled with a combination of fillings.

_____ 8. Both puff paste dough and cream puff paste should be white in color after baking.

_____ 9. Sugar is used in both forms of pastry.

_____10. Cream horns are shaped by "bagging out."

II. Match the variations in Column A with the correct paste or dough in Column B. Write your answers in the blanks provided.

Column A	Column B
_____ 1. turnovers	a. cream puff paste
_____ 2. eclairs	b. puff paste dough
_____ 3. napoleon slices	
_____ 4. cream puffs	
_____ 5. cream horns	

STUDENT GUIDE SHEET

*Directions: To Student

Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete activity #1.
4. Read and study information sheet #2.
5. Complete activity #2.
6. Request post-test from instructor - complete.
7. Turn completed work in to instructor.
8. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Cream Horn - Puff paste dough rolled and baked into a spiral shape and filled with whipped cream or marshmallow.

2. Cream Puff - Hollow, round baked product made from cream puff paste; usually filled with whipped cream or custard filling.

3. Cream Puff Paste - A cooked mixture made from flour, fat, eggs, and water or milk; formed into cream puffs or eclairs.

4. Eclairs - Oblong, hollow baked product made from cream puff paste; usually filled with whipped cream or custard filling and topped with chocolate glaze/icing.

5. Napoleon Slices - Layered puff paste bars filled with cream, custard, jelly or other combinations.

6. Puff Paste Dough - A delicate, flaky pastry made of alternate layers of fat and dough; formed into cream horns, turnovers, and napoleon slices.

7. Turnover - Puff paste dough rolled and baked into a triangular shape; usually filled with fruit or meat fillings.

#1 INFORMATION SHEET

Cream puff paste is a cooked mixture which forms well-known pastries such as, cream puffs and eclairs. Puff paste dough is used to make turnovers, cream horns, and napoleon slices.

All cream puff or puff paste products require exact measurement and combination of ingredients. When preparing these "special" products, follow recipe directions carefully using proper safety and sanitation techniques.

An acceptable cream puff or puff paste product should puff generously and have an even surface, golden brown crust, and rich delicate flavor. Its filling should be smooth, creamy, and compatible with the flaky crust.

Cream Puff Paste

Cream puff paste (pâté a choux) is a versatile pastry mix which may be shaped and baked into round puffs, eclairs, small hors d' oeuvres (profiteroles), and other fancy shapes. Cream puff paste must be made with flour having strong gluten-forming structure, such as bread flour. All-purpose flour may also be used.

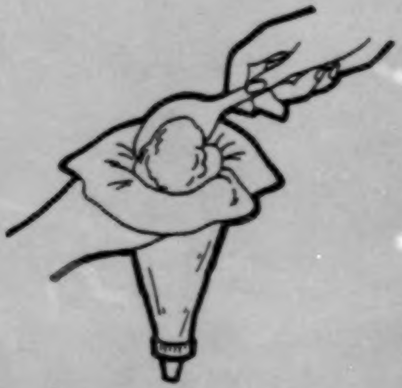
Cream puff paste is made in basically two steps: (1) Bring water, salt and shortening to a rolling boil. Add sifted flour until the paste mix pulls away from side of pan; (2) Transfer hot paste mix to a mixing bowl and cool to 60°C (140°F). Add eggs one at a time and blend well after each addition. Final paste mix should be thick, smooth, and soft yet hold its shape when spooned or bagged out (with a pastry bag) on a pan.

*NOTE! If paste mix must be thinned with milk or water, baking powder may be added to aid steam (the major leavening agent) and eggs in structuring the paste.

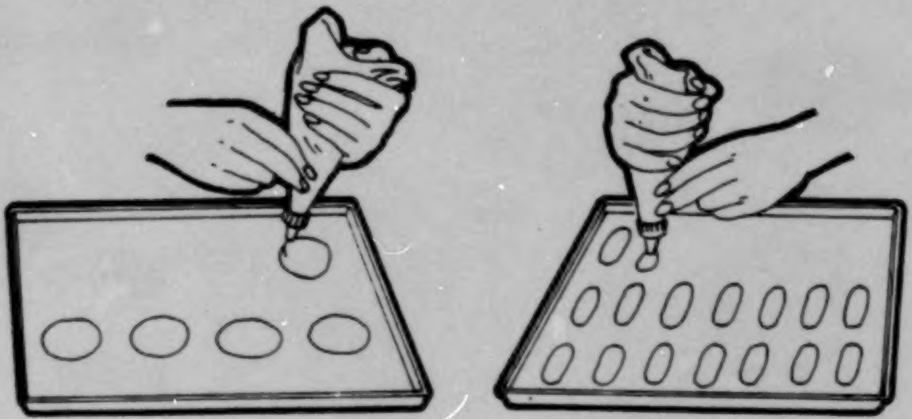
Baked shells should be hollow and crisp in texture. Allow them to cool before filling with custard or whipped cream. If shells are not used the day they are baked, cover and store them in the refrigerator so they will not dry out.

Bagging out cream puff and eclair shells

1. Keep the pastry bag spread open with your fingers while you fill the bag with paste mix. Use plain ½" tube tip.

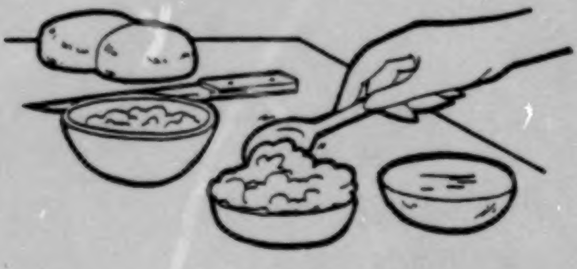


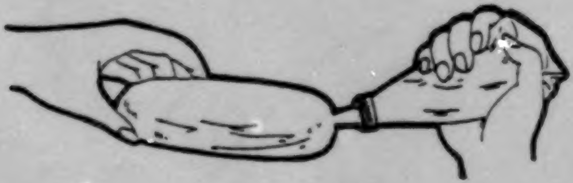
2. Bag out cream puff shells evenly and space well apart for baking. Puffs should be about 2 inches in diameter when bagged out.
3. Bag out eclair fingers evenly and space them about 1 inch apart. Fingers should be 3-4 inches in length.
   *NOTE! Use paper-lined and/or lightly greased pans.
4. Bake, then allow to cool.



Filling and finishing cream puffs and eclairs

1. Cut cream puff shells in half, fill the bottom half with whipped cream or other filling, and replace the top.
2. Use a pastry bag to fill the eclairs with custard filling (The same method may also be used for cream puffs.)





ACTIVITY #1

Directions: I. Prepare at least one cream puff paste product, cream puffs or eclairs, as directed in any standardized quantity foods recipe (see for example, Cream Puffs in Food For Fifty and Cream Puff Paste in The Professional Chef). Your instructor will evaluate your performance and final product(s).

II. Prepare at least one recipe of custard filling and chocolate glaze/icing (optional) to complete preparation of above product(s) (see for example, Custard Filling and Chocolate Sauce in Food For Fifty). Again, your instructor will evaluate your performance and final product(s).

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#2

INFORMATION SHEET

Puff Paste Dough

Puff paste dough is a rolled pastry which may be shaped into a wide variety of flaky, tender, and flavorful products. It contains no sugar or leavening agents, yet rises to many times its original size. Puff paste dough uses the process of rolling alternate layers of fat (butter or margarine) and dough. A finished puff paste product is tender yet crisp in texture.

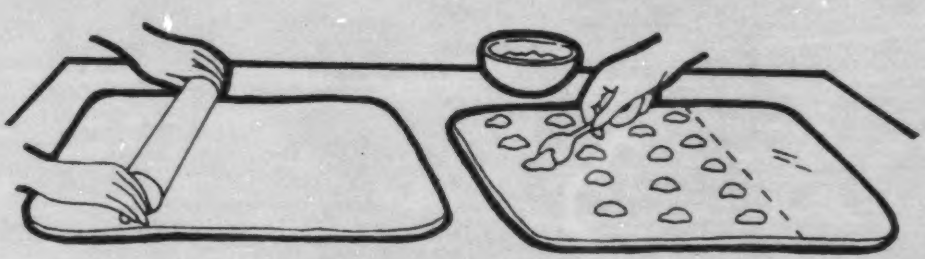
Great care must be taken in preparing and rolling puff paste dough. Recipe ingredients must be followed exactly and dough must be refrigerated (½ hour) before rolling. Dough should rest between rollings; and an acid, such as cream of tartar, lemon juice, or vinegar, may be added to make the dough easier to roll. When fat (butter or margarine) is rolled into the dough, both must be of the same consistency (soft or stiff). Also, small holes made in dough with a fork permits rising without holes or blisters. Puff paste dough should be baked until dry and crisp.

NOTE! In most cases, it is best to prepare puff paste dough the day before use so dough may age in the refrigerator for at least 24 hours.

Rolling in and folding puff paste dough

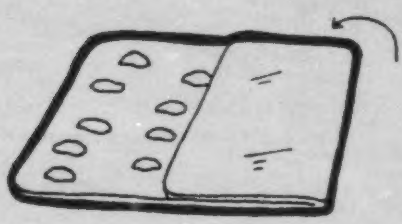
1. Sprinkle the dough and rolling pin with flour. Roll out the dough into a rectangular shape about ¼ inch thick. Be sure the dough is of even thickness all over.

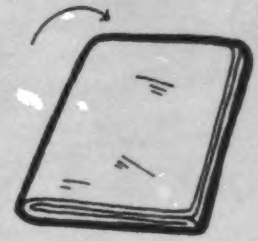
2. Brush excess flour from dough surface, and dot butter or margarine over two-thirds of the dough. Space equal size dots of fat ½ to 1 inch apart over the complete dough surface.



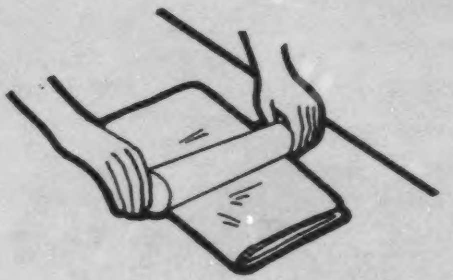
INFORMATION SHEET #2 (Continued)

3. Lift the third of dough without fat and fold it over the third of dough with fat. Fold the remaining third of dough over the sandwiched dough to make a sandwich containing three layers of dough and two layers of fat.





4. Sprinkle the table and top of the dough lightly with flour. Roll out the dough again into a rectangular shape about ¼ inch thick. When the dough is rolled out properly, remove excess flour and fold the dough into thirds again (as described in step 3). This is called the first roll.



5. Place dough in the refrigerator to chill the fat (about 15 to 20 minutes).

6. Roll dough three more times to complete the rolling in process. After the fourth roll, brush dough surface with oil to prevent the formation of crust on the top of the dough.

7. Place dough in the refrigerator, ready for use the next day. Dough may also be wrapped in freezer paper and frozen for use at a later time.

ACTIVITY #2

Directions: I. Prepare at least one puff pastry dough product, turnovers, cream horns or napoleon slices, as directed in any standardized quantity foods recipe (see for example, Puff Pastry Dough in The Professional Chef). Your instructor will evaluate your performance and final product(s).

II. Prepare at least one recipe of filling, such as whipped cream, custard, jelly or fruit to complete preparation of above product(s). Again, your instructor will evaluate your performance and final product(s).

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CONSUMABLE

POST-TEST

Prepare Cream Puff And Puff Paste Products

I. Read each statement carefully. Write "T" in the blank if the statement is correct. Write "F" if the statement is incorrect.

_____ 1. Cream puff paste is cooked before shaping.

_____ 2. Cream puff products are filled before baking.

_____ 3. Whipped cream may be used for filling cream puffs or eclairs.

_____ 4. Puff paste dough contains sugar.

_____ 5. Cream puff paste must be made 24 hours ahead.

_____ 6. The major leavening agent in cream puff paste is baking powder.

_____ 7. Puff paste dough must be refrigerated.

_____ 8. Puff paste dough is bagged out.

_____ 9. An acid may be added to dough to make it easier to roll out.

_____ 10. Melted butter is used when making puff paste dough.

II. Match the definitions in Column I with the correct term in Column II. Write the number in the blanks provided. NOTE! Some answers may be used more than once.

Column I	Column II
_____ A. Puff paste dough rolled and baked into a spiral shape.	1. Cream puff
_____ B. Hollow, round baked product made from cream puff paste.	2. Napoleon slices
_____ C. Oblong, hollow baked product made from cream puff paste.	3. Cream horn
_____ D. Layered puff paste bar.	4. Eclairs
_____ E. Puff paste dough rolled and baked into triangular shape.	5. Turnover
_____ F. May have a custard filling and a chocolate glaze.	
_____ G. May be filled with fruit or meat.	

POST-TEST (Continued)

III. Read the statements below and select the answer which best completes the statement. Write the letter of that answer in the blanks provided.

_____ 1. A cooked mixture make from flour, fat, eggs, and water/milk
- a. puff paste dough
- b. cream horn
- c. cream puff paste
- d. napoleon slices

_____ 2. A delicate, flaky pastry made of alternate layers of fat and dough.
- a. puff paste dough
- b. cream puff
- c. cream puff paste
- d. eclairs

_____ 3. Examples of pastries made from cream puff paste are:
- a. cream puffs and cream horns
- b. cream puffs and eclairs
- c. eclairs and turnovers
- d. turnovers and napoleon slices

_____ 4. Examples of pastries made from puff paste dough are:
- a. cream puffs and turnovers
- b. napoleon slices and eclairs
- c. cream horns and turnovers
- d. cream horns and cream puffs

_____ 5. Which type of flour is used for making cream puff paste?
- a. bread
- b. cake
- c. pastry
- d. rice

_____ 6. Which of the following ingredients is used in cream puff paste but not in puff paste?
- a. flour
- b. eggs
- c. fat
- d. water

_____ 7. Which of the following may be a probable cause of a failed puff paste product?
- a. Dough was allowed to rest between rollings.
- b. Small holes were made in dough by a fork.
- c. Product was baked right after final rolling.
- d. Lemon juice was added to dough.

POST-TEST (Continued)

_____ 8. Which of the following may be a probable cause of a failed cream puff paste product?

a. All purpose flour was used.
b. The eggs were added all at once.
c. Water was added to thin.
d. The water, salt and shortening was allowed to come to a boil.

FINAL CHECKOUT PERFORMANCE EVALUATION

Prepare Cream Puff And Puff Paste Products

Directions: Place a check in the column which best describe student performance. All applicable items must receive a rating of acceptable or further work may need to be planned.

I. Process	Cream Puff Product			Puff Paste Product		
	A	N	NA	A	N	NA
-Followed safety procedures.						
-Followed personal safety habits.						
-Followed sanitation techniques.						
-Displayed personal hygiene.						
-Cleaned work area.						
II. Product -						
Outside Characteristics -Consistent shape.						
-Golden brown color.						
-Flaky crust.						
-Light in weight.						
-Delicate texture.						
Inside Characteristics -Tender, not crumbly.						
-Crisp texture.						
-Rich flavor.						
-Compatible filling.						

Comments:

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A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

I. (1) True, (2) False, (3) False, (4) True, (5) True, (6) True, (7) True, (8) False, (9) False, (10) False

II. (1) b, (2) a, (3) b, (4) a, (5) b

POST-TEST

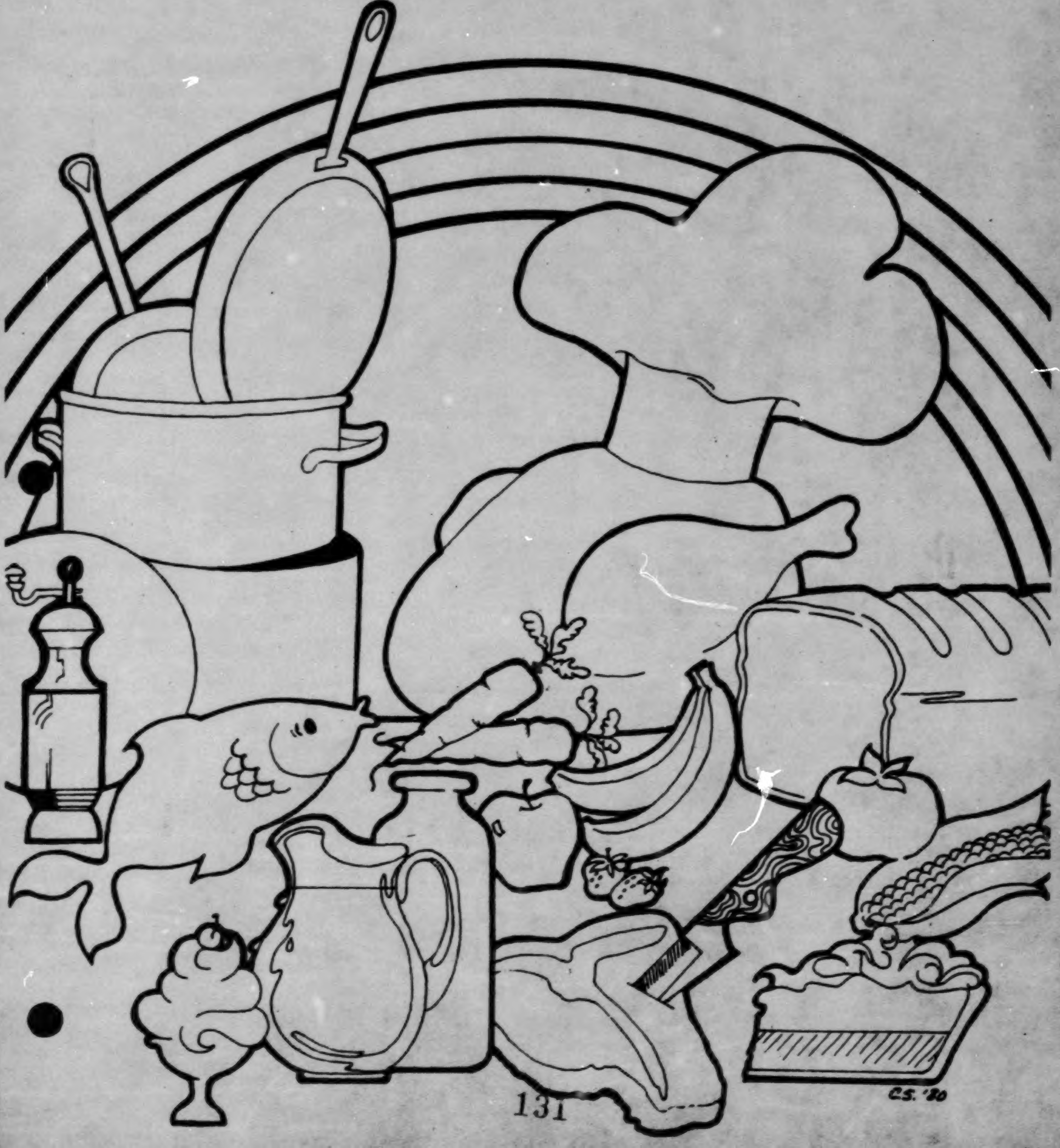
I. (1) T, (2) F, (3) T, (4) F, (5) F, (6) F, (7) T, (8) F, (9) T, (10) F

II. (A) 3, (B) 1, (C) 4, (D) 2, (E) 5, (F) 4. (G) 5

III. (1) c, (2) a, (3) b, (4) c, (5) a, (6) b, (7) c, (8) b

Food Service Worker

MODULE 42: DINING AREA



DINING AREA

Competence Area: G. Service And Dining Room Activities

Competency Statement: 1.00 Arrange Dining Area For Service

			Level
Tasks:	.01	Set tables for American service a. breakfast b. lunch c. dinner	Basic
	.02	Place settings for counter service	Basic
	.03	Set tables for cafeteria service	Basic
	.04	Set tables for banquet service	Basic
	.05	Set tables for buffet service	Basic
	.06	Set tables for French service	Advanced
	.07	Set tables for Russian service	Advanced

Specific Student Performances

1. Given necessary equipment and supplies, the student will set tables correctly for five types of service. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.

2. (Optional) Given necessary equipment and supplies, the student will set up tables correctly for French and Russian service. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.

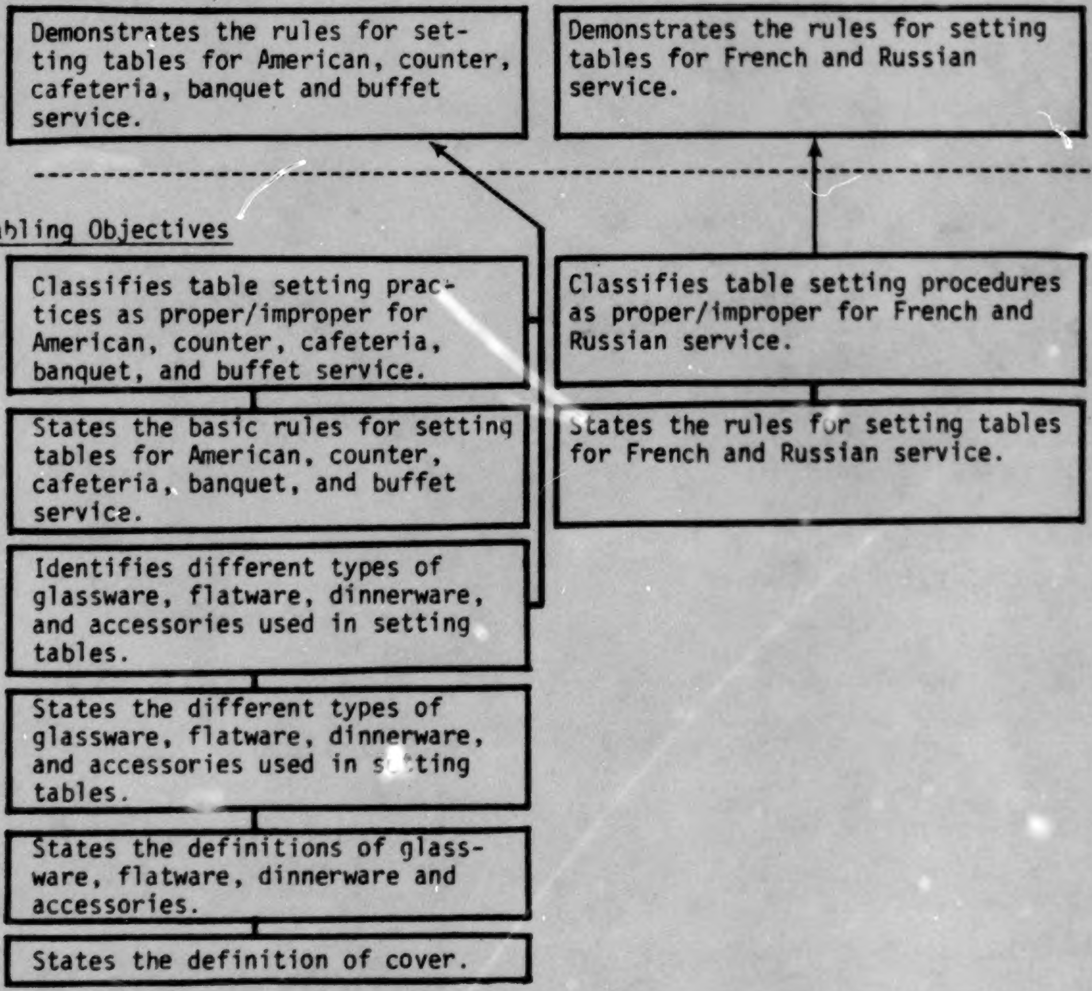
Prerequisites: Modules #1-8, 10

LEARNING HIERARCHY

Specific Student Performances

1. Given necessary equipment and supplies, the student will set tables correctly for five types of service. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.

2. (Optional) Given necessary equipment and supplies, the student will set up tables correctly for French and Russian service. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.



Performance Objectives

Demonstrates the rules for setting tables for American, counter, cafeteria, banquet and buffet service.

Demonstrates the rules for setting tables for French and Russian service.

Enabling Objectives

Classifies table setting practices as proper/improper for American, counter, cafeteria, banquet, and buffet service.

States the basic rules for setting tables for American, counter, cafeteria, banquet, and buffet service.

Identifies different types of glassware, flatware, dinnerware, and accessories used in setting tables.

States the different types of glassware, flatware, dinnerware, and accessories used in setting tables.

States the definitions of glassware, flatware, dinnerware and accessories.

States the definition of cover.

Classifies table setting procedures as proper/improper for French and Russian service.

States the rules for setting tables for French and Russian service.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Read and study information sheet #2.
7. Complete activity #1.
8. Read and study information sheet #3.
9. Complete activity #2.
10. Read and study information sheet #4.
11. Complete activity #3.
12. Read and study information sheet #5.
13. Complete activity #4.
14. Read and study information sheet #6.
15. Complete activity #5.
16. Request post-test from instructor - complete. Consumable.
17. Turn completed work in to instructor.
18. Request final checkout performance evaluation from instructor - complete.

*(NOTE: The following section is designed for students that you feel should complete the advanced tasks to set tables for French and Russian service.)

19. Read and study information sheet #7.
20. Complete activity #6.
21. Read and study information sheet #8.
22. Complete activity #7.
23. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Direct students to read and complete pre-test, optional.
2. Go over objectives and directions for the module with the group.
3. Discuss vocabulary words and information sheets #1-6 with the group.
4. Divide the class into groups with four students in each group. Have each student practice activities #1-5.
5. Direct students to complete post-test.
6. Turn completed work in to instructor.
7. Direct students, when ready, to request the final checkout performance evaluation.
8. Discuss information sheets #7 and #8 with the group.
9. Divide the class into small groups again to practice and demonstrate setting tables for French and Russian service, optional.
10. Direct students, when ready, to request the final checkout performance evaluation, optional.

PROCESS SHEET (Continued)

Alternatives - Enrichment

I. Suggested Readings

a. Food Service Careers, 1979 edition.
b. The Waiter And Waitress Training Manual, NRA.
c. Meal Management, 1979 edition.
d. Guide to Good Food, 1979 edition.

II. Audio-Visual Aids

Filmstrip - Table Setting, Sidework and Bussing
(From Prentice-Hall Media, 150 White Plains Rd.,
Tarrytown, NY 10591)

III. Activities

1. Prepare a short report on different styles of table settings.
2. Bring to class samples of different types of table coverings.
3. Find magazine pictures of different table settings.
4. Ask a florist to demonstrate flower arrangement.
5. Select a menu and style of service. Have students draw the appropriate table setting.
6. Visit a restaurant which uses French or Russian service and observe the table setting procedures.
7. Plan a French or Russian style meal when setting tables using procedures in this module.

PRE-TEST

Arrange Dining Area

I. Match the words on the right with the definitions on the left. Write the letter of the correct answer in the blanks provided.

DEFINITIONS

_____ 1. Water and beverage glasses

_____ 2. A small cup and saucer for black coffee

_____ 3. Plates, cups, saucers, and bowls

_____ 4. Spoons, knives, and forks

_____ 5. Tablecloths , placemats, napkins

_____ 6. One place setting

_____ 7. A plate used under another plate

WORDS

A. Finger bowl

B. Flatware

C. Crystal

D. Dinnerware

E. Linens

F. Demitassee

G. Service plate

H. Finger bowl

I. Silencer

J. Table appointment

K. Cover

II. Read each statement below carefully. If it is correct, write "+" in the blanks provided. If incorrect, write "o".

_____ 1. A cover means the covering of a table. Ex: tablecloth
_____ 2. A tablecloth should extend at least 24" over each edge.
_____ 3. The napkin is placed under the fork.
_____ 4. Forks are placed to the right of the dinner plate.
_____ 5. Dessert silver is placed above the dinner plate.
_____ 6. The handle of the cup is placed to the right.
_____ 7. Wine glasses are placed to the left of the water glass.
_____ 8. The salad plate is placed to the left of the dinner plate.

STUDENT GUIDE SHEET

*Directions To Student: Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performances to your instructor. If you feel that you are able to perform these without working through the module, arrange for the evaluations with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Read and study information sheet #2.
5. Complete activity #1.
6. Read and study information sheet #3.
7. Complete activity #2.
8. Read and study information sheet #4.
9. Complete activity #3.
10. Read and study information sheet #5.
11. Complete activity #4.
12. Read and study information sheet #6.
13. Complete activity #5.
14. Request post-test from instructor - complete.
15. Turn completed work in to instructor.
16. Request final checkout performance evaluation from instructor - complete.

(*NOTE: Ask your instructor if you should complete the advanced task section to set tables for French and Russian Service.)

17. Read and study information sheet #7.
18. Complete activity #6.
19. Read and study information sheet #8.
20. Complete activity #7.
21. Request final checkout performance evaluation from instructor - complete.

VOCABULARY

1. Accessories - Additional pieces/items used to set a table, such as centerpiece, salt and pepper shakers, etc.

2. Centerpiece - Table decoration that is usually placed in the middle of the table.

3. China - A name used for plates, cups, saucers and bowls.

4. Cover - The arrangement of plates, flatware, glassware and napkins as one place setting.

VOCABULARY (Continued)

5. Crystal - A name used for water and beverage glasses.
6. Demitasse Cup and Saucer - A small cup and saucer for black coffee.
7. Dinnerware - Plates, cups, saucers and bowls.
8. Finger Bowl - A small bowl holding water for washing one's fingers at a meal.
9. Flatware - Spoons, knives, and forks used in table setting.
10. Glassware - The water and beverage glasses used in table setting.
11. Goblet - A glass with a foot and stem.
12. Linen - A name used for tablecloths, placemats, napkins, etc.
13. Service Plate - A plate which serves as a underliner for the courses in a formal meal.
14. Silencer - A cover that is placed between the table top and the tablecloth to prevent noise when using table appointments.
15. Table Appointments - All table-setting items.
16. Underliner - A plate that is used under another dish during service.

#1 INFORMATION SHEET

Tables are set-up according to the style of service. The American style breakfast, lunch and dinner covers, counter covers, banquet table covers and sit-down buffet table covers are laid basically the same. Cafeteria table covers are an exception, only the center items are placed on the tables. The other table appointments are picked up on the serving line.

In table setting, you must always follow the pattern established by the restaurant in which you work. However, your knowledge of the following table setting procedures will help you wherever you work.

Basic Table Setting Procedures

1. Table covers
    a. Table appointments are selected for a cover according to the menu design and type of service.
    b. The table should be laid neatly and symmetrically (in balance).
    c. Covers should face each other across the table.
    d. Covers should be placed between table legs.
    e. Covers should be laid as close together as possible without crowding.
2. Tablecloth
    a. The tablecloth is laid over a silencer or directly on the table.
    b. The tablecloth should extend evenly about 12" over the table's edge.
    c. The tablecloth should be clean and free from wrinkles.
    d. If a top cloth is used, it should be removed each time a meal is served.
    e. Placemats should be laid 1" from the edge of the table.
3. Napkins
    a. Napkins should be folded neatly according to house policy.
    b. The placement of napkins varies. The napkin may be placed in the center of the cover, or above the dinner plate, or to the left of the fork(s) with the open edges turned toward the center of the cover.
4. Flatware of Silverware
    a. Flatware is laid from the outside and proceeding toward the plate in the order to be used.

Forks

b. Forks are placed to the left of the cover, 1" from the edge of table with the tines ("eating end") pointing up.
c. The cocktail fork is placed on the right side of the cover.
d. Allow a 9" space between the forks and knives for the dinner plate.

Knives

e. Knives are placed on the right of the cover next to the plate, with the cutting edge turned toward the center of the cover.
f. Knives are placed 1" from the edge of the table.
g. The butter knife or spreader is placed on either the top or right edge of the bread and butter plate.

Spoons

h. Spoons are placed on the right side of the cover, next to the knives with the bowls pointing up.

Dessert silver

i. Dessert silver is generally brought in with the dessert. A dessert fork is placed on the left and a dessert spoon on the right.

5. Dinnerware or China

a. The dinner plate is placed in the center of the cover.
b. The bread and butter plate is placed on the left of the cover above the tines of the dinner fork.
c. The salad bowl or salad plate is placed on the left of the dinner plate.
d. The cup and saucer is placed at the right of the spoons with the handle of the cup turned to the right.

6. Glassware or crystal

a. The water glass is placed at the right of the cover above the tip of the knife.
b. The beverage glass is placed at the right of the cover above the tip of the spoons.
c. The juice glass is placed at the right of the cover above the spoons.
d. The cocktail glass and underliner is placed in the center of the cover, usually on the dinner plate.

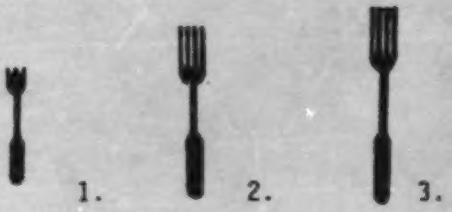
7. Accessories (additional pieces)

   a. A coffee pot may be placed near the center of the table, or above the customer's cup and saucer.
   b. Cream dishes are placed above the cup and saucer, or above the tip of the outside spoon on the cover.
   c. Condiment bottles are usually placed near the center of the table.
   d. Salt and pepper shakers, sugar bowls and ashtrays are usually placed in or near the center of the table.
   e. Centerpieces are generally placed in the middle of the table.

A. Flatware or silverware used in setting tables.

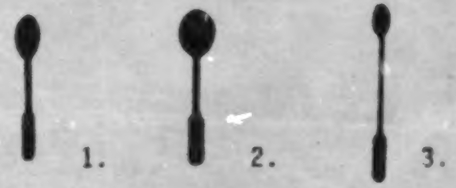
Forks

1. Cocktail or oyster fork
2. Salad or dessert fork
3. Dinner fork



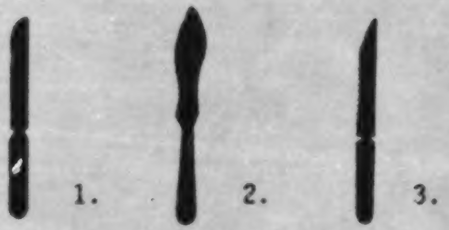
Spoons

1. Teaspoon
2. Soup or cereal spoon
3. Iced tea or parfait spoon



Knives

1. Dinner knife
2. Butter knife or spreader
3. Steak knife



NOTE! Your instructor will set up a flatware display. Learn to identify each piece of flatware.

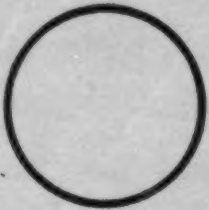
INFORMATION SHEET #1 (Continued)

B. Dinnerware or china used in setting tables

1. (10 inch) Dinner Plate
   *may be 9 inch

1.

2. (7 inch) Salad or Dessert Plate


2.

3. (6½ inch) Bread and Butter Plate

3.

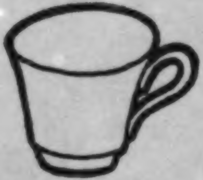
4. (6¼ inch) Saucer

4.

5. (9 ounce) Soup, Salad or Cereal Bowl

5.

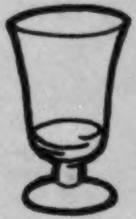
6. (7 ounce) Coffee Cup


6.

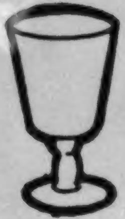
NOTE! Your instructor will set up a dinnerware display. Learn to identify each piece of dinnerware.

C. Sample glassware or crystal used in setting tables

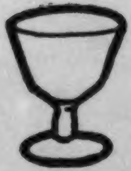
1. Iced Tea Goblet

1.


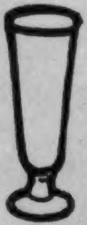
2. Water Goblet

2.


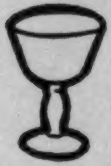
3. Sherbet Glass

3.


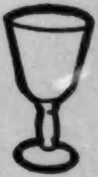
4. Parfait Glass

4.


5. Cocktail Glass

5.


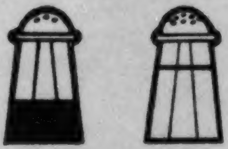
6. Juice Glass

6.


NOTE! Your instructor will set up a display of glassware. Learn to identify each glass.

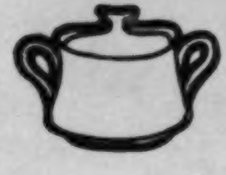
D. Accessories used in setting tables

1. Salt and Pepper Shakers

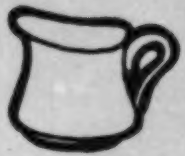


INFORMATION SHEET #1 (Continued)

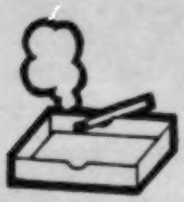
2. Sugar Bowl



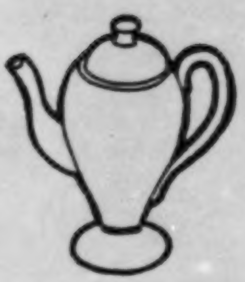
3. Creamer



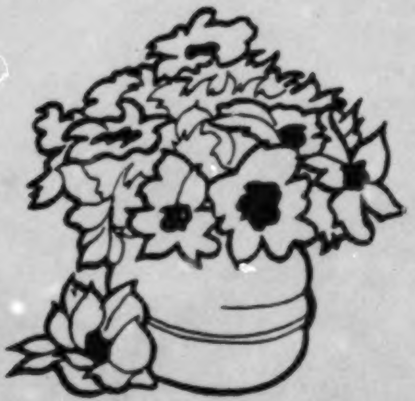
4. Ash Tray



5. Coffee Pot



6. Centerpiece



NOTE! Your instructor will set up a display of accessories for table setting. Learn to identify the accessory items.

REMEMBER! The styles of accessory items vary.

WORKSHEET #1

I. Match the terms in Column A with their correct definition in Column B. Write your answers in the blanks provided.

Column A

_____ 1. underliner
_____ 2. glassware
_____ 3. table appointments
_____ 4. cover
_____ 5. accessories
_____ 6. dinnerware
_____ 7. flatware
_____ 8. silencer
_____ 9. centerpiece
_____ 10. linen

Column B

A. Spoons, knives and forks
B. Plate used under another dish during service
C. China
D. All table-setting items
E. Buffet table
F. Arrangement of dinnerware, flatware, glassware and napkin for one place setting.
G. Tablecloths, napkins, etc.
H. Table decoration for middle of table
I. Crystal
J. Additional items
K. Cover placed between table top and table cloth to prevent noise

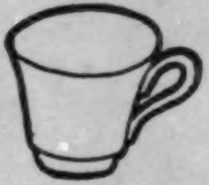
WORKSHEET

II. Write the names of the items pictured below in the blanks provided. Then identify them as one of the following.:

A = Glassware
B = Flatware
C = Dinnerware
D = Accessories

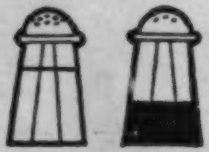
1. ______________________

1.



2. ______________________

2.



WORKSHEET #1 (Continued)

3. ______________________________

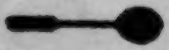
4. ______________________________

5. ______________________________

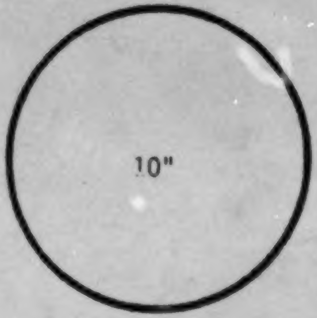
6. ______________________________

7. ______________________________

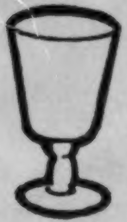
3.



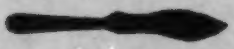
4.



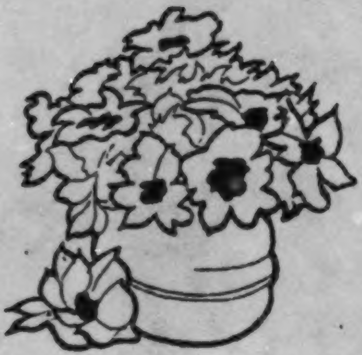
5.



6.



7.



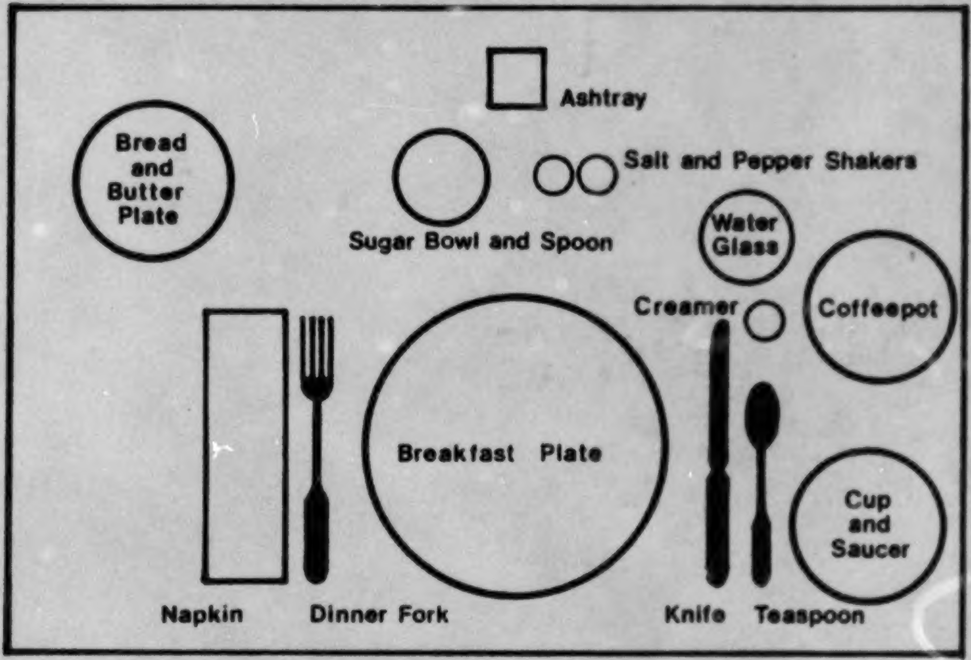
(42) T.15
S.11

#1 INFORMATION SHEET

American Service

SAMPLE BREAKFAST COVER

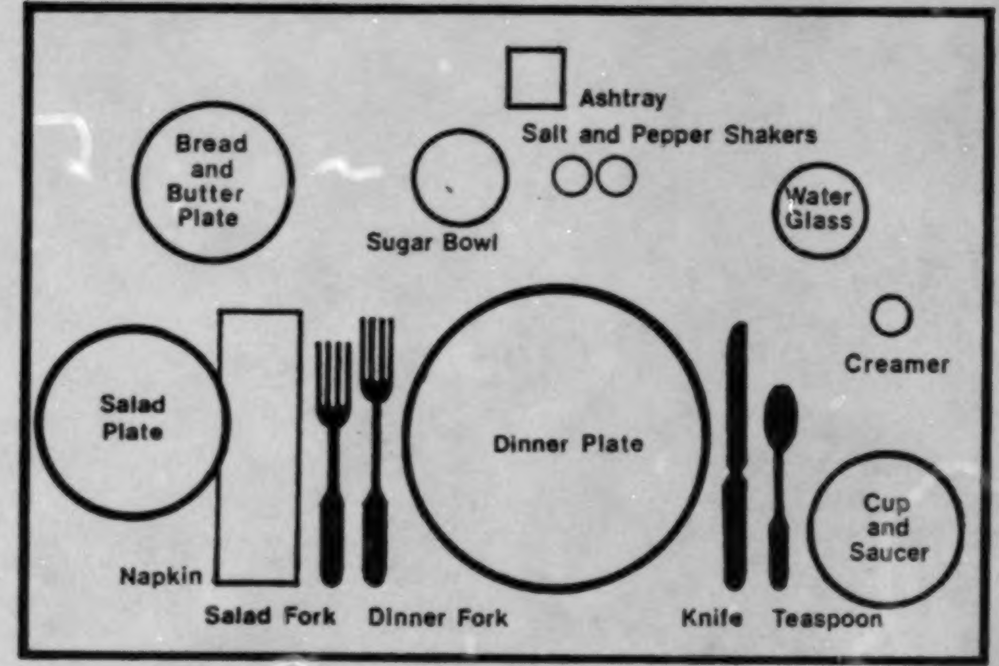
Directions: Use the following illustration as a guide for setting an American style breakfast cover.


Ashtray
Bread and Butter Plate
Salt and Pepper Shakers
Sugar Bowl and Spoon
Water Glass
Creamer
Coffeepot
Breakfast Plate
Cup and Saucer
Napkin
Dinner Fork
Knife
Teaspoon

American Service

SAMPLE LUNCHEON COVER

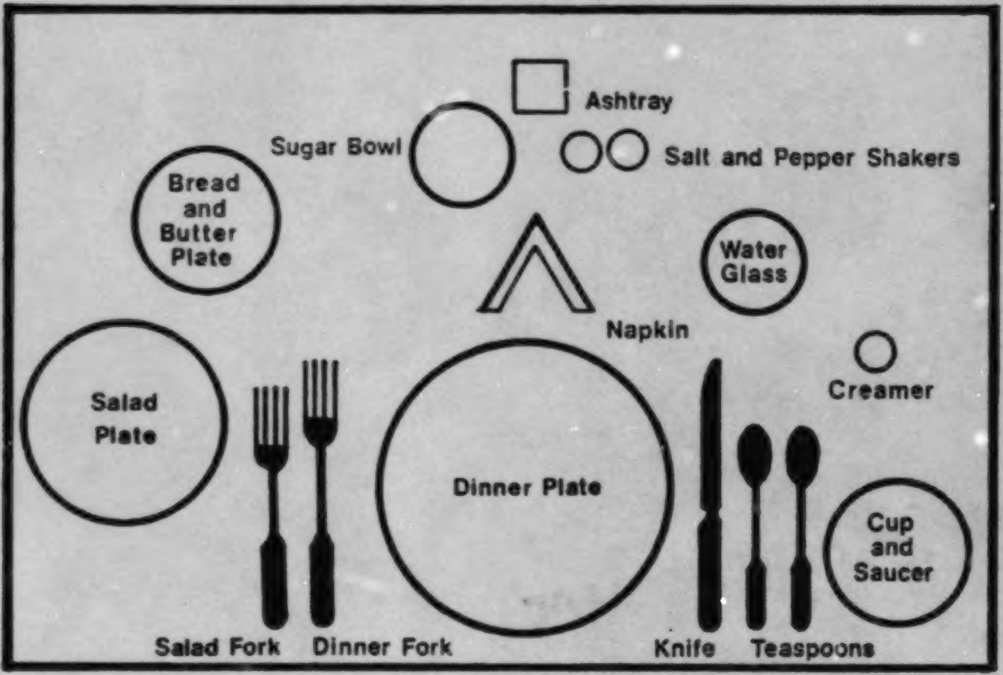
Directions: Use the following illustration as a guide for setting an American style breakfast cover.


Ashtray
Salt and Pepper Shakers
Bread and Butter Plate
Sugar Bowl
Water Glass
Creamer
Salad Plate
Dinner Plate
Cup and Saucer
Napkin
Salad Fork
Dinner Fork
Knife
Teaspoon

American Service

SAMPLE DINNER COVER

Directions: Use the following illustration as a guide for setting an American style dinner cover.


Ashtray
Sugar Bowl
Salt and Pepper Shakers
Bread and Butter Plate
Water Glass
Napkin
Creamer
Salad Plate
Dinner Plate
Cup and Saucer
Salad Fork
Dinner Fork
Knife
Teaspoons

NOTES! 1. For appetizer cover, place cocktail glass and underliner on dinner plate. Place cocktail fork and/or soup spoon on the right side of the cover outside the teaspoon(s). Napkin placement will vary.

2. For dessert cover, place dessert plate in the center of the cover with the napkin on the left and dessert fork on the right. All other table appointments may be removed.

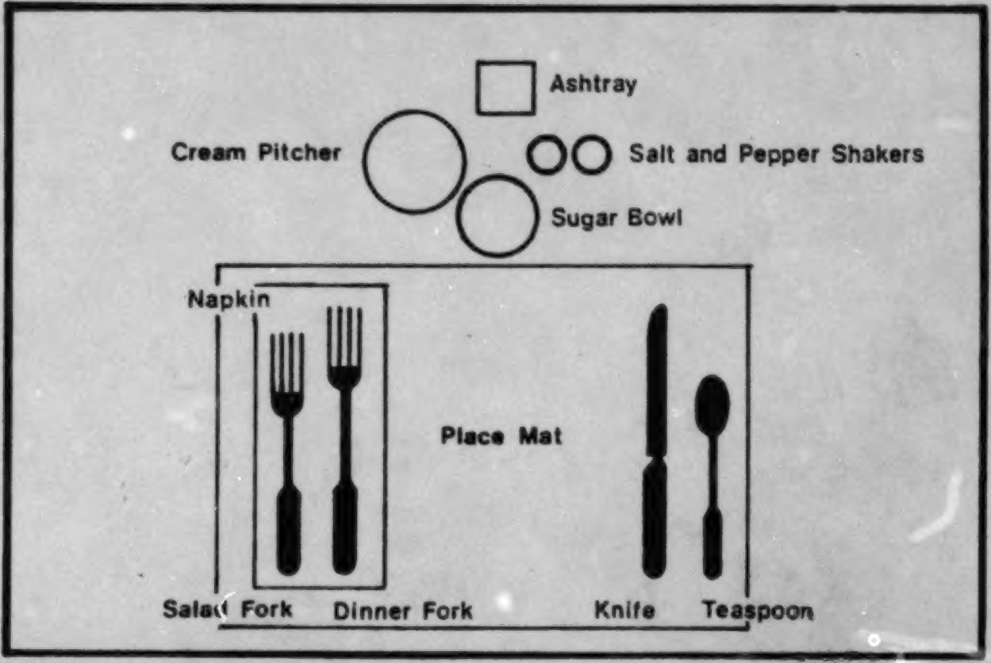
ACTIVITY #1

Directions: Ask your instructor for necessary equipment and supplies to demonstrate setting the American style breakfast, luncheon and dinner covers.

#3 INFORMATION SHEET

SAMPLE COUNTER COVER

Directions: Use the following illustration as a guide for setting up a counter cover.


Ashtray
Cream Pitcher
Salt and Pepper Shakers
Sugar Bowl
Napkin
Place Mat
Salad Fork
Dinner Fork
Knife
Teaspoon

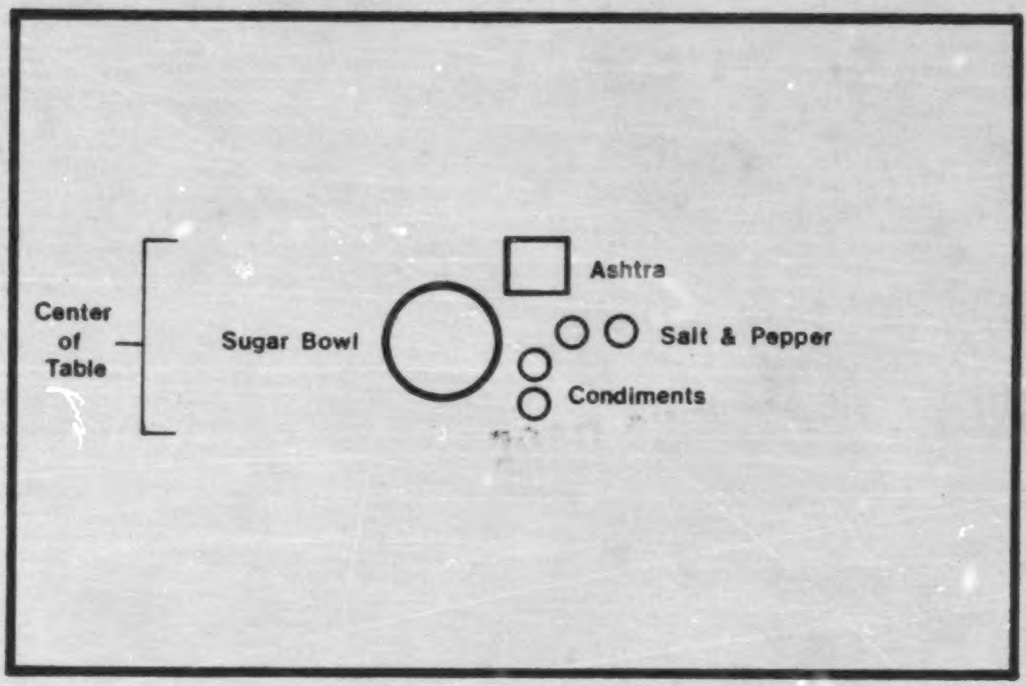
ACTIVITY #2

Directions: Ask your instructor for necessary equipment and supplies to demonstrate setting up a counter cover.

#4 **INFORMATION SHEET**

CAFETERIA SERVICE

Directions: Use the following illustration as a guide for setting up cafeteria tables.


Center of Table
Sugar Bowl
Ashtra
Salt & Pepper
Condiments

NOTE! Other table appointments are picked up on the serving line.

ACTIVITY #3

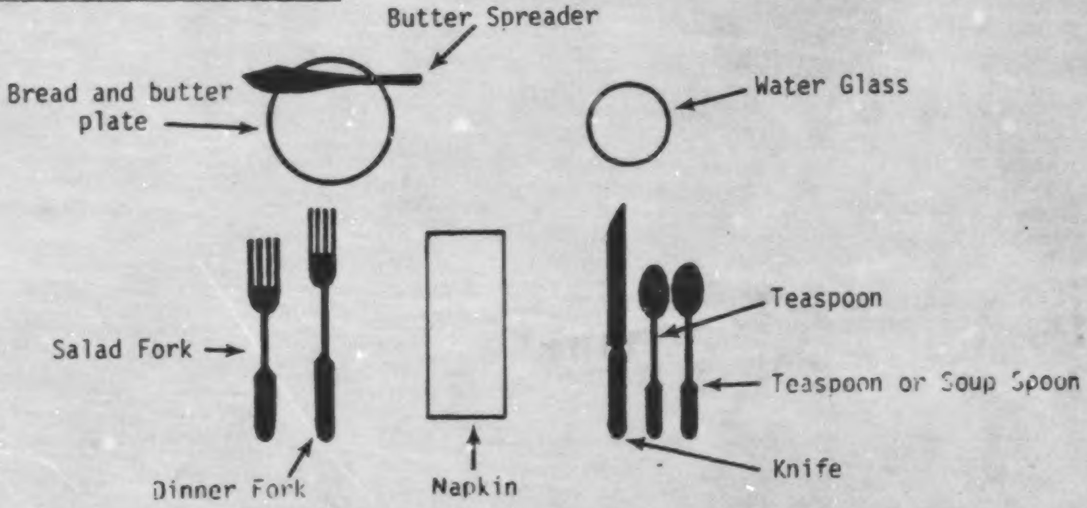
Directions: Ask your instructor for necessary equipment and supplies to demonstrate setting up a cafeteria table.

#5 INFORMATION SHEET

SAMPLE BANQUET COVER

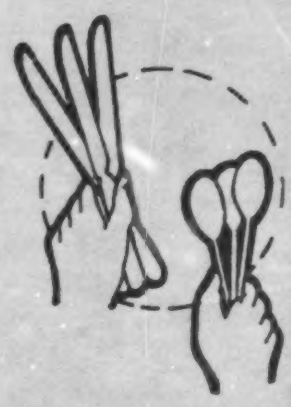
Directions: Use the following illustration as a guide for setting banquet tables.

Cover at start of service:


Butter Spreader
Bread and butter plate
Water Glass
Teaspoon
Salad Fork
Teaspoon or Soup Spoon
Knife
Dinner Fork
Napkin

Rules For Laying Flatware For Banquet Covers

1. Always use both hands, hold teaspoons in right hand and knives in left hand.
2. Lay both pieces of flatware (spoons and knives) at the same time.



ACTIVITY #4

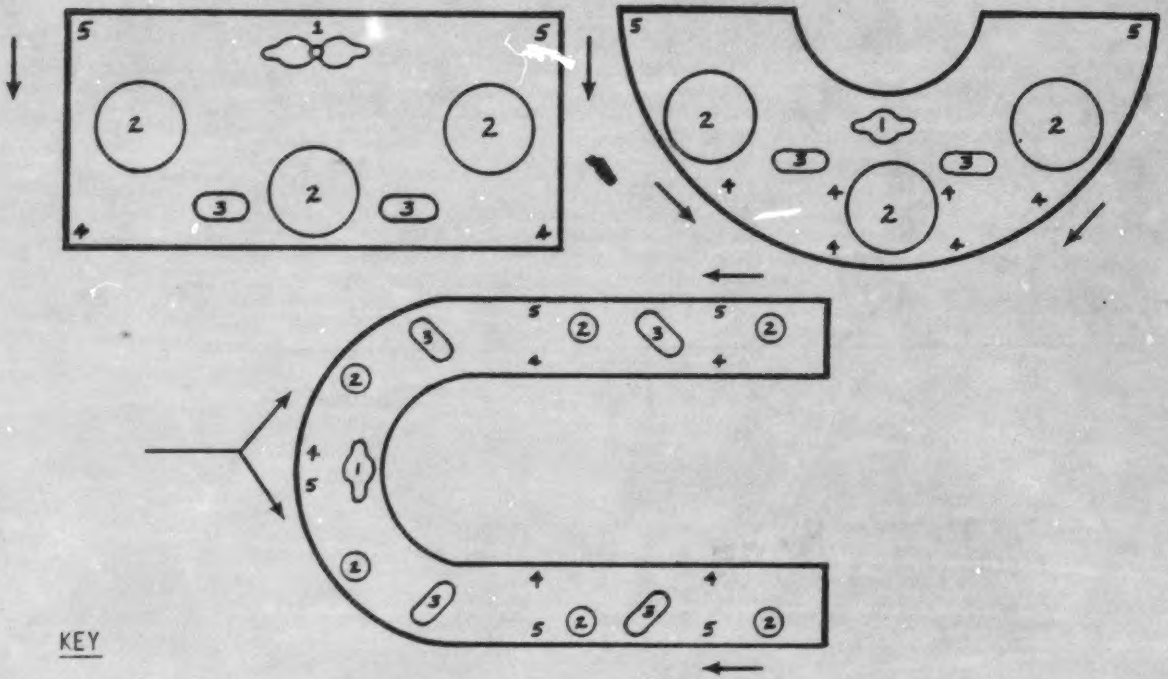
Directions: Ask your instructor for equipment and supplies to demonstrate setting a banquet table. Follow the rules for laying flatware.

(42) T.21
S.17

#6 INFORMATION SHEET

BUFFET TABLE SET-UP

Directions: Use the following illustrations as a guide for setting up buffet tables.



KEY

1 = Centerpieces
2 = Main foods (hot foods should be served in chafing dishes)
3 = Secondary foods (salads, bread, pickles)
4 = Flatware and napkins
5 = Plates

*NOTE! Arrows represent the directions from which guests might approach the table.

ACTIVITY #5

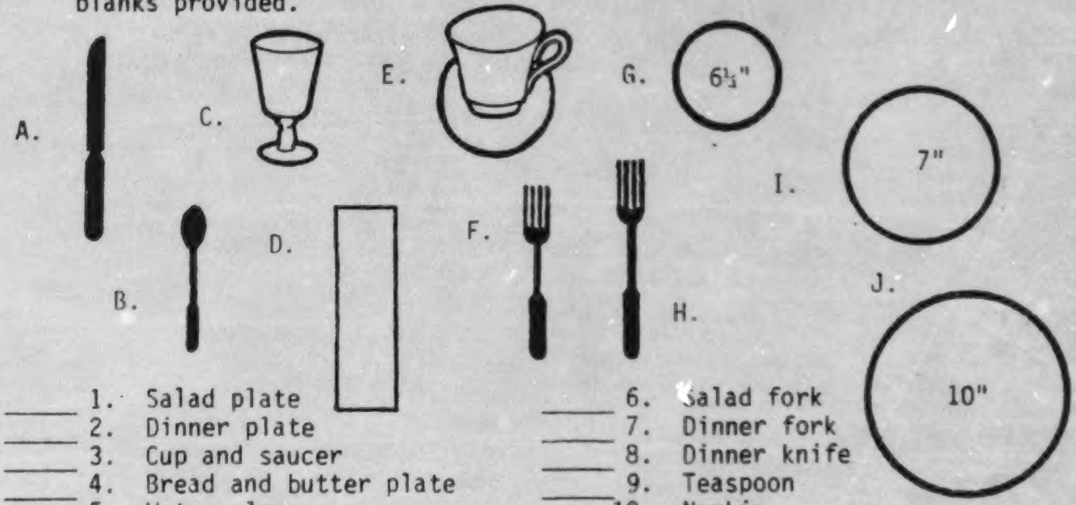
Directions: Ask your instructor for necessary equipment and supplies to demonstrate setting up tables for buffet service.

(42) T.22
S.18

POST-TEST

Arrange Dining Area

I. The following table appointments make up a commonly used dinner cover. Identify each item by placing the correct letter in the blanks provided.



_____ 1. Salad plate
_____ 2. Dinner plate
_____ 3. Cup and saucer
_____ 4. Bread and butter plate
_____ 5. Water glass
_____ 6. Salad fork
_____ 7. Dinner fork
_____ 8. Dinner knife
_____ 9. Teaspoon
_____ 10. Napkin

II. On the cover below, place the above table appointments in the correct order for an American Service dinner cover. Label each item with its corresponding letter! Indicate spacing (in inches) where needed.

POST-TEST (Continued)

III. Read the statements below carefully. Circle "T" if the statement is true; "F" if it is false.

T F 1. Covers should not be directly across from one another on the table.

T F 2. Do not place a cover across table legs.

T F 3. There should be at least 24" between each cover.

T F 4. A silencer is the person who controls the conversation.

T F 5. Placemats are placed 1" from the edge of the table.

T F 6. The fold of the napkin is to the left.

T F 7. Flatware is placed in the order in which it is used, with the inside pieces used first.

T F 8. Forks are placed with the "tines up".

T F 9. A cocktail fork is placed above the plate.

T F 10. Knives are placed to the right of the plate.

T F 11. Knives are placed with the cutting edge turned toward the plate.

T F 12. Spoons are placed to the right of the knife.

T F 13. The bread and butter plate is placed above the knife.

T F 14. The cup and saucer is placed above the spoon.

T F 15. The water glass is placed at the tip of the knife.

IV. On the oblong table below, place the table appointments in the correct order for buffet service. Label each item with its corresponding letter! Indicate (with arrows) the direction or directions from which customers may approach the table.

A = plates
B = centerpieces
C = main foods (hot foods)
D = flatware and napkins
E = secondary foods (salads, bread, pickles)

FINAL CHECKOUT PERFORMANCE EVALUATION

Arrange Dining Area

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. Set tables for American service			
a. breakfast			
b. lunch			
c. dinner			
2. Set tables for buffet service			
3. Place settings for counter service			
4. Set tables for banquet service			
5. Set tables for cafeteris service.			

Comments:

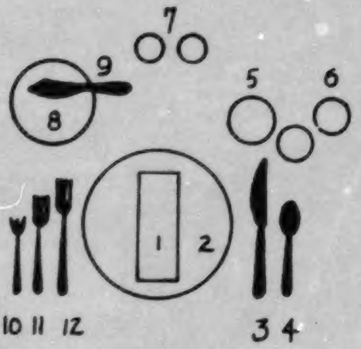
A = Acceptable
N = Nonacceptable
NA = Nonapplicable

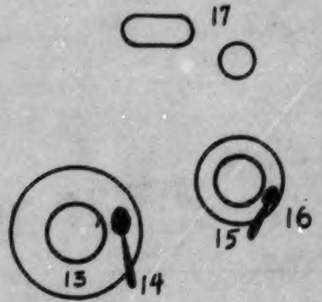
FINAL PERFORMANCE CHECK

#7 **INFORMATION SHEET**

FRENCH SERVICE

Directions: Use the following illustrations as a guide for setting a table for French service.





Before Guest if Seated

1. Napkin
2. Service plate
3. Knife
4. Soup spoon
5. Goblet
6. Champagne glass, extra glasses needed for different wine with each course
7. Salt and pepper shakers
8. Bread and butter plate

Dessert Course

9. Butter knife
10. Fish or oyster fork
11. Salad fork
12. Dinner fork
13. Dessert plate and spoon
14. Demitasse cup and saucer
15. Spoon
16. Cigarettes in individual ash tray Matches close to ash tray

ACTIVITY #6

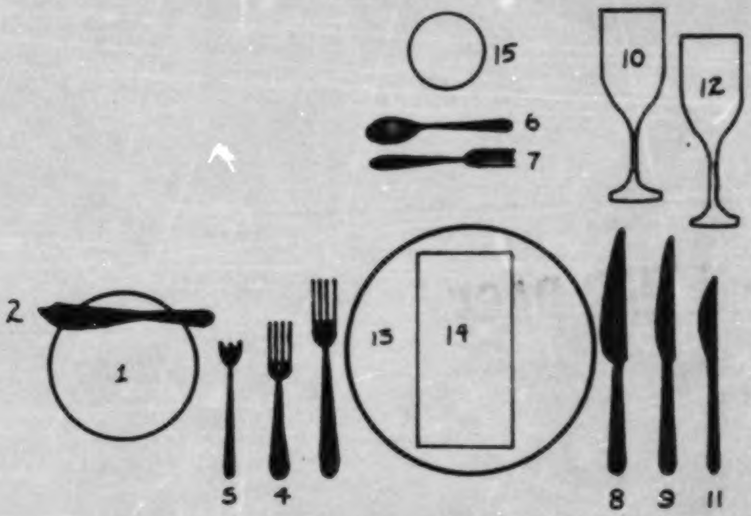
Directions: Ask your instructor for necessary equipment and supplies to demonstrate setting a table for French service.

(42) T.26
S.19

#8 **INFORMATION SHEET**

RUSSIAN SERVICE

Directions: Use the following illustration as a guide for setting a table for Russian service.



Russian Service

1. Bread and butter plate
2. Bread and butter knife
3. Dinner Fork
4. Fish fork
5. Hors d' oeuvre fork
6. Dessert spoon
7. Dessert fork
8. Dinner knife
9. Fish knife
10. Red wine glass
11. Hors d' oeuvre knife
12. White wine glass
13. Service plate
14. Napkin
15. Finger bowl

ACTIVITY #7

Directions: Ask your instructor for necessary equipment and supplies to demonstrate setting the table for Russian service.

(42) T.27
S.20

FINAL CHECKOUT PERFORMANCE EVALUATION

French and Russian Service

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. Set tables for French service.			
2. Set tables for Russian service.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK ✓✓✓

WORKSHEET & EVALUATION KEY

PRE-TEST

I. (1) C, (2) F, (3) D, (4) B, (5) E, (6) K, (7) G

II. (1) F, (2) F, (3) F, (4) F, (5) F, (6) T, (7) T

WORKSHEET #1

I. (1) B, (2) I, (3) D, (4) F, (5) J, (6) C, (7) A, (8) K, (9) H, (10) G

II. (1) Coffee Cup - C, (2) Salt and Pepper shakers - D, (3) Soup Spoon - B, (4) Dinner plate - C, (5) Water Goblet - A, (6) Butter Knife - C, (7) Centerpiece - D

POST-TEST

I. (1) I, (2) J, (3) E, (4) G, (5) C, (6) F, (7) H, (8) A, (9) B, (10) D

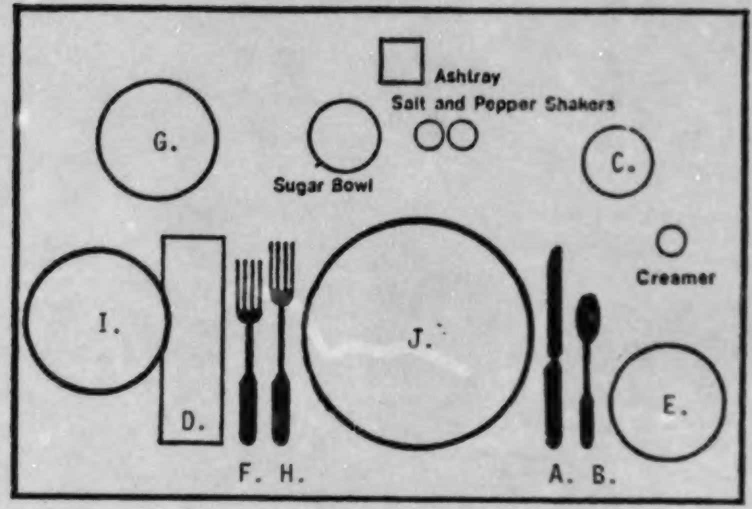
II. See next page

III. (1) F, (2) T, (3) F, (4) F, (5) T, (6) T, (7) F, (8) T, (9) F, (10) T, (11) T, (12) T, (13) F, (14) F, (15) T

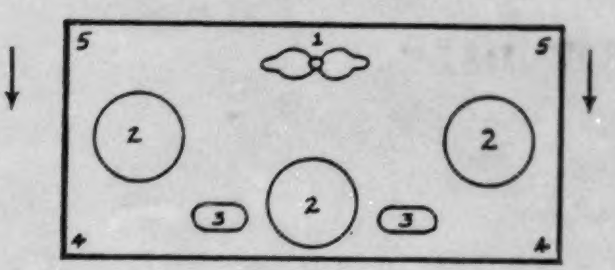
IV. See next page

WORKSHEET & EVALUATION KEY (Continued)

II.


Ashtray
Salt and Pepper Shakers
G.
Sugar Bowl
C.
Creamer
I.
D.
J.
E.
F. H.
A. B.

IV.


5
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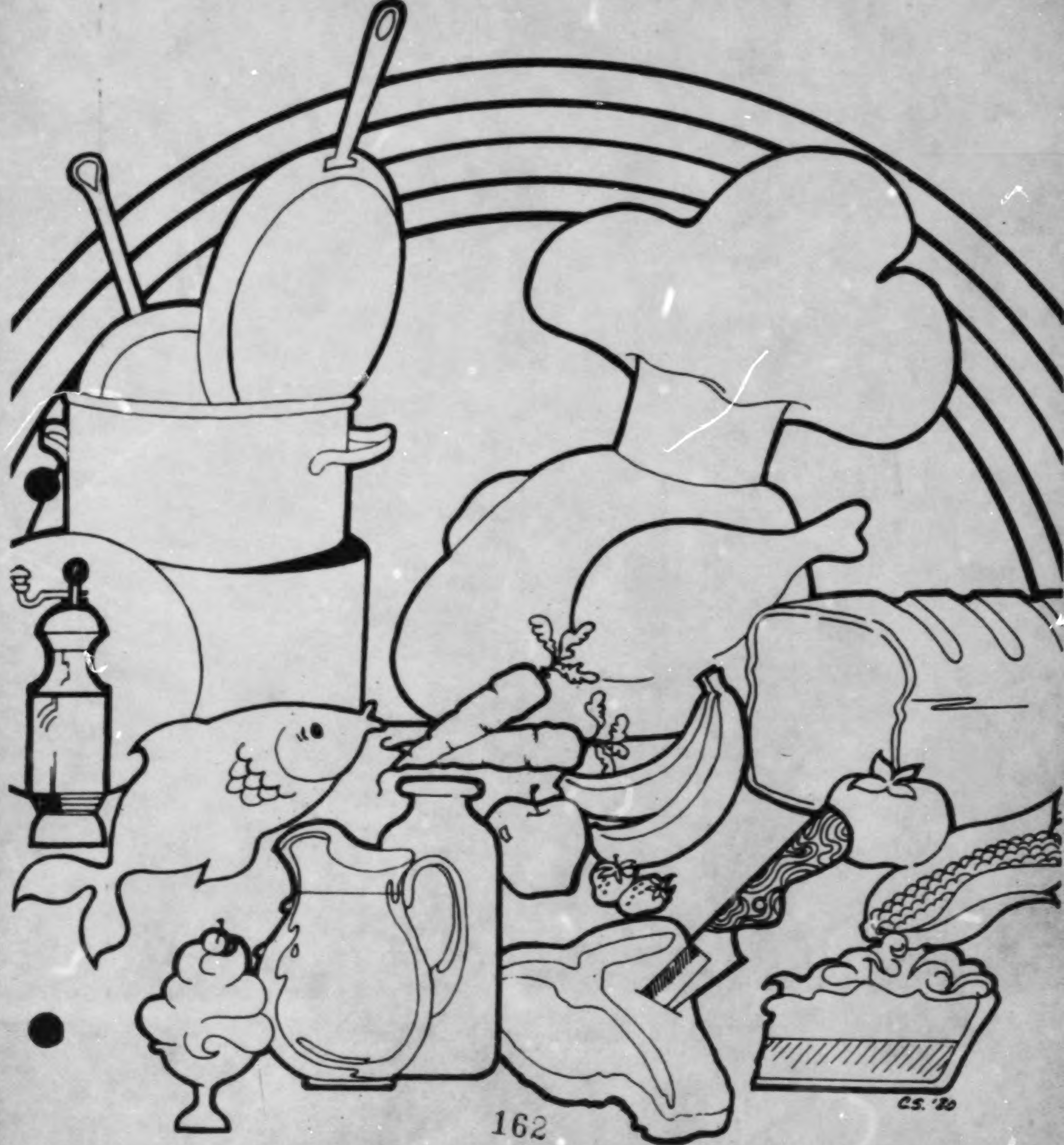
Food Service Worker

MODULE 43: SERVING GUESTS



SERVING GUESTS

Competence Area: G. Service And Dining Room Activities

Competency Statement: 2.00 Serve Guests

			Level
Tasks:	.01	Greet and seat guests	Basic
	.02	Present and make suggestions from menu to guests	Basic
	.03	Take in house or phone orders from guests	Basic
	.04	Place and pick up orders to serve to guests	Basic
	.05	Insure that order is prepared as ordered	Basic
	.06	Serve orders to guests	Basic
	.07	Replenish food and beverages	Basic
	.08	Complete and present salescheck	Basic
	.09	Process salescheck a. receive payment b. examine payment for counterfeit bills, bad checks and stolen credit cards	Basic
	.10	Count change and issue receipt for payment a. credit card invoice b. salescheck receipt	Basic
	.11	Acknowledge guest payment	Basic

Specific Student Performance

Given necessary equipment and supplies, the student will correctly demonstrate seven rules for serving guests, from greeting to payment of salescheck.

Prerequisites: Modules #1-8, 42

Specific Student Performance

Given the necessary equipment and supplies, the student will correctly demonstrate seven rules for serving guests, from greeting to payment of salescheck.

Performance Objective

Demonstrates the rules for serving guests, from greeting to payment of salescheck.

Enabling Objectives

Demonstrates the rules for:
1. greeting and seating guests
2. presenting and making suggestions from menu to guests
3. taking in house or phone orders from guests
4. placing and picking up orders to serve to guests
5. serving orders to guests
6. replenishing food and beverages
7. processing the salescheck and acknowledging guest payment

Classifies methods of:
1. greeting and seating guests
2. presenting and making suggestions from menu to guests
3. taking in house or phone orders from guests
4. placing and picking up orders to serve to guests
5. serving orders to guests
6. replenishing food and beverages
7. processing the salescheck and acknowledging guest payment

as acceptable/unacceptable ways to serve guests.

States the rules for:
1. greeting and seating guests
2. presenting and making suggestions from menu to guests
3. taking in house and phone orders from guests
4. placing and picking up orders to serve to guests
5. serving orders to guests
6. replenishing food and beverages
7. processing the salescheck and acknowledging guest payment

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Read and study information sheet #2.
7. Complete worksheet #2. Consumable.
8. Read and study information sheet #3.
9. Complete worksheet #3. Consumable.
10. Complete activity #1.
11. Request post-test from instructor - complete. Consumable.
12. Turn completed work in to instructor.
13. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Direct students to complete pre-test, optional.
2. Go over objectives and directions for module with the group.
3. Discuss vocabulary words and information sheets #1 - #3 as a class.
4. Direct students to complete worksheets #1 - #3. Collect and evaluate.
5. Divide class into groups with 2-5 students in each group. Have each group practice activity #1 until each group member has acted as server.
6. Direct students to complete post-test. Collect and evaluate.
7. Direct students, when ready, to request the final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

- a. Food Service Careers, 1979 edition.
- b. The Waiter/Waitress Manual, Cahner Books.
- c. The Correct Waitress, Hayden Book Co.
- d. Meal Planning And Service, Chas. Bennett Co.

II. Audio-Visual Aids

- a. Filmstrips - Principles of Food Service:
  #1 - The Customer Is The Key

#2 - Courtesy
#3 - Atmosphere
#4 - Food Presentation
(From Butterick Publishing, 161 6th Avenue, Chicago)

- Smart Waitress Series
  (From NRA, 1 IBM Plaza Suite 2600, Chicago, IL 60611)
- Food Service Skills And Equipment: Taking And Serving An Order
  (From Prentice-Hall Media, Inc., 150 White Plains Road, Tarrytown, NY 10591)

b. Cassettes - Cinderella's 3-Sisters
Jack And The Beanplate
Wally The Willing Waiter
What Is A Waitress
What Is A Hostess
6-Keys To Being A Better Waitress
6-Keys To Being A Better Waiter
(From Restaurant-Hotel Aids , 5050 Excelsior Blvd., Minneapolis, MN 55416)

c. Slides - Day In The Life Of A Waitress
(From J. Weston Walch Publisher, Box 658 Main Post Office, Portland, Maine 04104)

III. Activities

1. Invite a matre d' hotel of a local restaurant to come to your class and give a talk on ways the service worker can ensure customer satisfaction.

2. Have students collect stressful stories from various service employees. Discuss other ways the problems could have been solved.

3. Brainstorm ways to save time and effort in the serving process.

4. As a class, plan and serve a formal tea or breakfast. Practice using the correct rules for serving guests.

PRE-TEST

Serving Guests

Directions: Read each of the following statements carefully. If it is true, write a "+" in the blanks provided. If false, write a "o" in the blanks.

_____ 1. In booth service, serve guest next to the wall first.

_____ 2. Writing abbreviations for menu items saves time when taking orders.

_____ 3. Menus are presented to guests at the restaurant entrance.

_____ 4. Use a loud voice when greeting guests.

_____ 5. Count guest change aloud from amount of check to money given.

_____ 6. Confirm guest selection(s) after placing order for preparation.

_____ 7. A restaurant is liable if workers cause injuries to guests.

_____ 8. When pouring beverages, the server should pick up the glass or cup from the table.

_____ 9. When serving food, approach guests from the left side and serve with the left hand.

_____10. The table should be swept before serving dessert.

_____11. When seating guests, seat heavy guests in booths.

_____12. When serving beverages, serve from the left side.

_____13. When presenting menus, give the person on the left the first menu.

_____14. Handle service pieces by touching the food contact surface.

_____15. Ask the customer his name and telephone number when receiving orders by phone.

STUDENT GUIDE SHEET

*Directions: To Student

Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Read and study information sheet #2.
5. Complete worksheet #2.
6. Read and study information sheet #3.
7. Complete worksheet #3.
8. Complete activity #1.
9. Request post-test from instructor - complete.
10. Turn completed work in to instructor.
11. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Confirmation - To make certain or sure; to verify.

2. Counterclockwise - To move in a circular direction opposite to that in which the hands of a clock move.

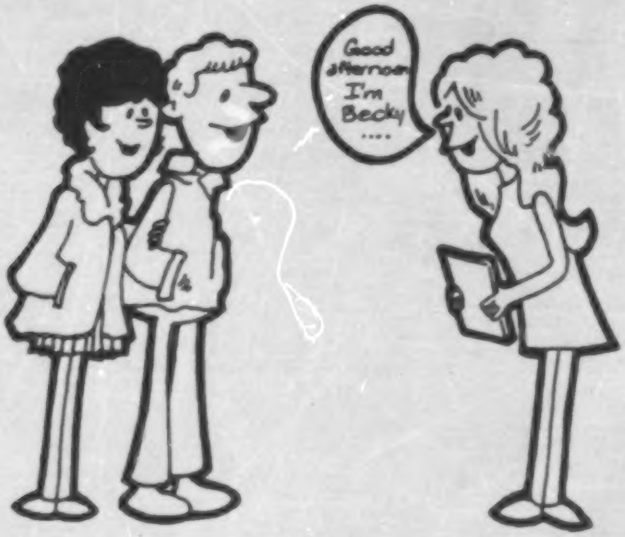
3. Guest Or Salescheck - A food order form on which the guests' menu choices are written.

4. Host/Hostess - The person who is in charge of greeting and seating guests.

5. Waiter/Waitress - The person who is in charge of serving guests.

#1 INFORMATION SHEET

Every food service establishment has a definite image or atmosphere, which the service staff must present to guests. This image is usually established during that period of time between the guests' arrival at the door and the moment they begin to dine. Being a very important period of time, a single thoughtless act by the service worker can break or make the business. When serving guests, every detail is important - from the tone of the greeter's voice to how the waiter carries his order pad. Guests usually remember the times standing, waiting for a seat, or when the menu was late coming. They also remember when the order was not taken correctly, and the food was cold and slow in arriving.


Good afternoon I'm Becky ....

Greeting Guests

-Greet guests with a smile.

A smile is not only good salesmanship for the business, but good manners as well.

-In a pleasing tone of voice, introduce yourself.

"Good morning (afternoon or evening), I am (name), your waiter/waitress or host/hostess."

Most restaurants have a standard greeting which fits in with their theme. If a standard greeting is used, it should sound natural and be spoken in a sincere manner.

Seating Guests

-Collect information:

1. Does the party have a reservation?
2. How many people are there in the party?
3. Is it necessary to make special arrangements for children or the handicapped?

-Keep in mind:

1. Every guest has the right to dine comfortably. Seat guests in the most desirable dining view whenever possible.

2. Seat noisy guests near the back, well away from the quiet dining guests.

3. Seat children who require high chairs in an area where the chairs do not interfere with safe passage in the aisle. *Handle the chair not the child. The restaurant can be held liable if workers cause injury to guests.

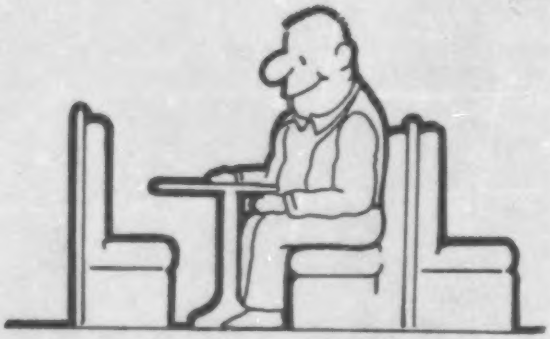
4. Seat wheelchair guests in an area where the chair does not interfere with the flow of traffic.

5. Seat blind guests by giving oral directions to the table. Walk ahead and move objects that might cause him/her to trip and fall.

6. The manager should make the decision if an intoxicated (drunken) guest is to be seated.

7. Seat heavy guests in chairs, not booths.

If guests must wait for a table, inform them as to how long it will be and show them where to wait.



-Select appropriate table(s)

Select a table that is clean, has ample covers, and will accommodate the number of guests to be served.

-Pick up menus from sidestand

Pick up a menu for each person in the party.

-Lead guests to table(s)

1. Using these words, say, "This way, please."
2. Walk slowly ahead of them.
3. Check to see if they are following you.
4. Stand near the table until guests are seated.
5. Check house policies if chairs are to be pulled out and if guests' wraps are handled.

Presenting And Making Suggestions From The Menu

1. Give each guest a clean, legible (easy-to-read) menu, right side up.

2. Open menu and give the person on the right (or host) the first menu. Proceed around the table until each person has one.

3. Be familiar with the menu and the ingredients in every dish. Know the special of the day or the house special.

4. Make menu suggestions if asked. Use phrases like, "Our strawberry pie is a specialty of the house."

-Pour water and/or beverages.

Fill guests' glasses with ice water one inch from rim (top) of glass.

-Leave the table.

Stand a short distance from the table and watch for a signal that guests are ready to order. Guests may signal by placing menu on table, a nod of the head, a stare (eye contact), or a raise of the hand.

Taking Orders From Guests

1. Ask, "Will this be separate checks, please."
2. Look pleasant and stand on the left side of the guest.
3. Hold order pad in palm of hand and use a sharp pencil or pen. Ask, "May I take your order, please?"
4. Make a mental note of the first person who orders (observe color of clothing or hair). This person will be the reference person. Proceed counter-clockwise around the table taking orders.
5. Number each order following the reference person #2, #3, #4, etc. This will help to serve the right order to the right person.
6. Write orders according to house policies.
7. To save time, abbreviations are often used when writing orders. Know the abbreviations your establishment allows.
8. Collect the menu from each guest after taking the order.
9. Repeat the order back to the guest for their confirmation.
10. Offer guests a beverage (except milk, as it will get hot) while they wait for their meal. Ask "May I serve your beverage(s) now, please?"
11. Place order in the kitchen for preparation.

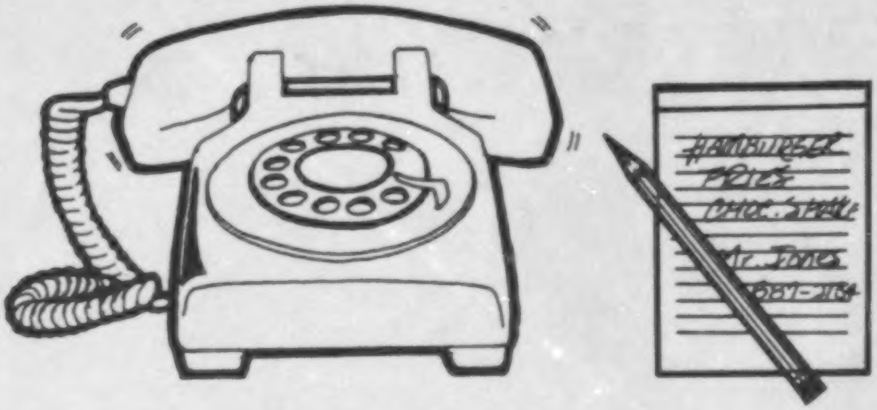
Receiving Orders By Phone

Follow the rules listed below:

1. Have order pad and pencil near phone.
2. Answer the phone promptly. With a pleasing tone of voice, identify the establishment and who you are.

   "Good afternoon, Pizza Palace, Mary speaking, May I help you, please?"
3. Take the customer's order.
4. Repeat the order received back to the caller for confirmation.
5. Ask the customer for the following information:

   -Name
   -Telephone Number



WORKSHEET #1

Directions: Listed below are two meals that waiter/waitress #1 served to guests in Robb's Restaurant. Fill out the salescheck correctly for each guest. Use today's date, excepted abbreviations, and total each check. Ask your instructor for a sales tax chart.

Guest No. 1

Hamburger -	$1.25
French Fries -	.55
Vanilla Milk Shake -	.85

BOBB'S RESTAURANT

CHECK NO.	DATE	WAITRESS	NO. SERVED
11031			

	SALES TAX		
		TOTAL	

Guest No. 2

Spaghetti w/meat sauce -	$2.25
Cole Slaw -	.75
French Bread -	.35
Apple Pie -	.60
Coffee -	.35

BOBB'S RESTAURANT

CHECK NO.	DATE	WAITRESS	NO. SERVED
11031			

	SALES TAX		
		TOTAL	

Abbreviations you may use

Apple Pie - ap. pie
Cole Slaw - c. slaw
Coffee - cof.
Hamburger - hb. or hamb.
French Fries - ff or f. fr.
Vanilla Milk Shake - van. shake
Hot Dog - h. dog
Orange Juice - O.J.
French Bread - F. bread
Chicken - ch.
ice cream - ice. crm
spaghetti w/meat sauce - pg. m. sauce
Baked potato - b. pot.
Turkey Dinner - tur. din.

(43) T.12
S.8

#2 INFORMATION SHEET

Placing Orders For Preparation

-Place order according to house policy.

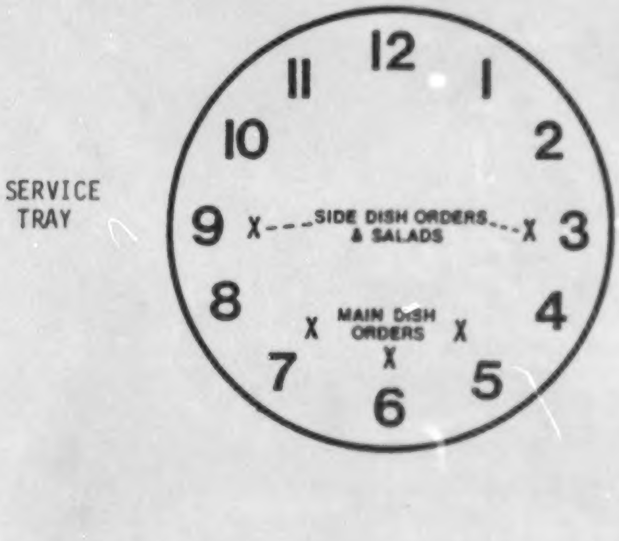
-How orders are placed.

1. Orally - The orders are given to the appropriate chef in a clear tone of voice.
2. Rotating wheel - Orders are attached to a rotating (moving) wheel and are removed as the wheel turns.
3. Re-written - In large kitchens, orders are re-written and taken to the appropriate stations.

Picking Up Orders To Serve To Guests

-Check orders.

1. To insure they are prepared as ordered.
2. For correct temperatures.
3. To see if food is properly garnished.

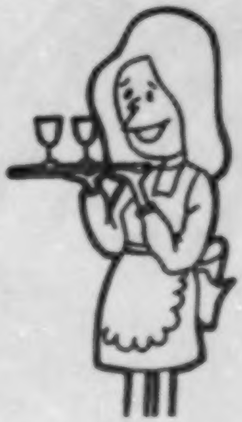

SERVICE TRAY
12
1
2
3
4
5
6
7
8
9
10
11
X---SIDE DISH ORDERS & SALADS---X
X MAIN DISH ORDERS X
X

-Load tray safely.

1. Place the main dish orders at 5, 6, and 7 o'clock, being careful not to damage the appearance of the plates.
2. Place side dish orders and salads at 3 and 9 o'clock.
3. Balance the tray so the greatest weight is near your shoulder, or carry tray as instructed by your employer.
4. Coffee pot spouts are turned inward toward center of tray.
5. Carry tray on one shoulder, leaving the other hand free to hold the tray steady.

-Carry tray to dining area.

Place the loaded tray on tray stand near the guests, bend at hips and knees. Keep back and shoulders straight to keep tray in balance.

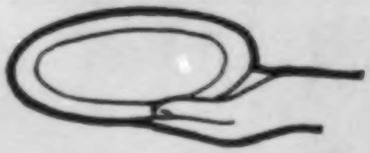


Serving Orders To Guests

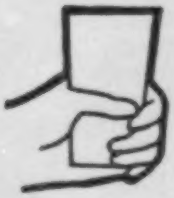
1. Place clean tray cloth near right arm to handle hot dishes.
2. Serve reference person first and proceed counterclockwise around the table.
3. Serve food items in this order: appetizers, soups, salads, entrees, and desserts, from the left side of guests with the server's left hand.
4. Place the dinner plate in the center of each cover, with the entree closest to the guests.
5. Serve all beverages from the right side of guests, with the server's right hand.

6. Handle service pieces in a sanitary way.

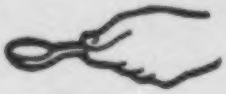
   (a) Handle plates with the fingers under the plate, and thumb on rim (edge) of plate only.



   (b) When handling glasses, touch only the base.



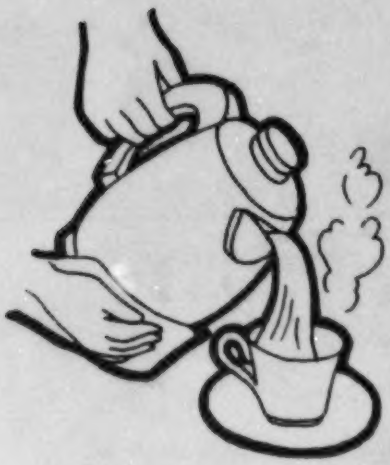
   (c) When handling flatware, lift by handle. Do not touch the food contact surface.



7. Ask guests, "Is everything alright?" Leave the table.

-How to serve guests seated at a booth.

1. Stand at end of the booth, facing guests on the right serve with the left hand.
2. Serve guests next to the wall first.
3. Facing the guest on the left, serve with the right hand.



-Replenishing food and beverages

1. When pouring beverages, the server should leave the glass or cup on the table and pour with right hand from the right side of the guests. Ask guest, "May I serve you coffee, please?"

2. When pouring hot beverages, for guests who are seated close together, use a clean, folded napkin in the left hand and shield the guest from the hot container.

3. When dessert is ordered, crumb the table before serving the dessert. Crumbing means to clear/clean the table of used or unneeded dishes, glassware, etc. and food particles.

4. Replenish food or beverages throughout the meal without disturbing guests.

CONSUMABLE

WORKSHEET #2

Directions: Below is a list of tasks performed in the course of serving a meal. Write the side of guest waiter/waitress will serve from and the serving hand that is used. Write "left" and/or "right" in the blanks provided.

	Side of guests served from	Hand Used
1. Seat guests		
2. Serve main course		
3. Greet guests		
4. Serve dessert		
5. Present menus		
6. Crumb table		
7. Take guests' order		
8. Pour water and/or beverages		
9. Serve appetizer		

(43) T.17
S.13

#3 INFORMATION SHEET

Guests' Salescheck And Payment

-Complete guest salescheck.

Complete salescheck when guests indicate they have finished their meal.

Add food and beverage items, sales tax, and service charges (where applicable) to total bill.

-Present salescheck to guest.

Ask guests if they would like anything else.

Present check according to house policy.

Ways to present salescheck:

1. Place the check face down, on the guest's left. If you are not to receive the check payment, indicate to the guests where to make payment. Say, "Thank you, come back again soon. You may pay the cashier as you leave." If you are to collect payment, return to the table a short time later. Do not make the customers wait, as they are usually anxious/ready to leave.

2. Place check face up, on a check tray. When payment is placed on the tray, collect the tray, and process the check.

-Process salescheck.

Receive payment from guest.

Examine guest payment for counterfeit bills, bad checks, and stolen credit cards. (Know house policies.)

When payment is made by personal check, look for the following information:

1. The date on which the check is written.
2. The correct name of business to which the check is written.
3. The amount of money (in numbers and written out) for which the check is written.
4. The guest's signature.

When payment is made by credit card draft, use the following procedure :

1. Write date of sale on credit card form.
2. Describe purchase made on lines provided (quantity and name of item or items)
3. Write in the price of each item and subtotal the bill. Then add tax, and total the amount on the credit card form.
4. Place the customer's credit card face up in slots on an imprinter machine.
5. Place sales slip face up in slots on machine and over the face of credit card.
6. Move imprinter handle completely across sales slip and then back to it's original position.
7. Remove sales slip from machine and obtain guest's signature.
8. Check signature made against signature on card and return card and customer's copy of completed salescheck to guest.

-Count change

1. Count change aloud as you hand it to the guest(s).

2. Count change starting with the amount of salescheck, up to the amount of money you were given.

-Issue receipt for payment

1. After change is counted aloud to the guest, issue receipt according to house policy.

2. After credit card draft form is completed and signed, give the top copy of the draft to the guest (according to house policy).

-Acknowledge guest payment

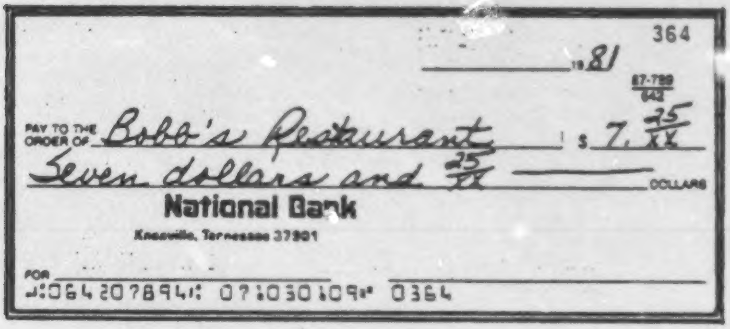
Say, "Thank you, come back again soon," in a friendly and polite manner.

CONSUMABLE

WORKSHEET #3

Directions: Today, checks and credit cards are often used for payment of meals instead of cash. Two mistakes were made on each of the pictures below. Find the mistakes and describe them in the blanks provided.

Check



364

19 81

87-799/642

PAY TO THE ORDER OF Bobb's Restaurant $ 7. 25/xx

Seven dollars and 25/xx DOLLARS

National Bank

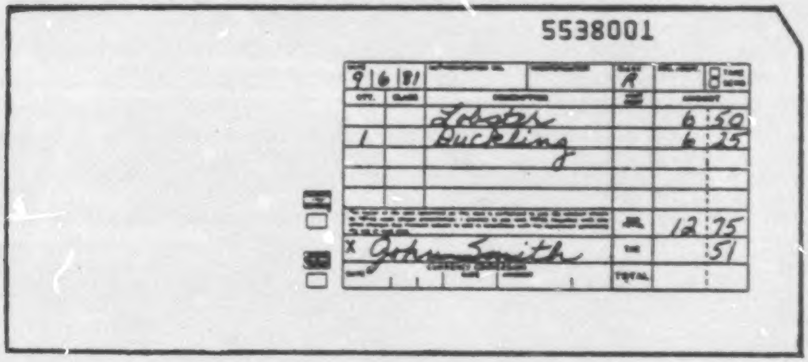
Knoxville, Tennessee 37901

FOR

⑆0642078941⑆ 07⑆030⑆109⑈ 0364

1. ____
2. ____

Credit Card Draft



5538001

9 | 6 | 81				A	
		Lobster			6 50
1		Duckling			6 25
					12 75
X John Smith					51
				TOTAL	

1. ____
2. ____

(43) T.20
S.16

ACTIVITY #1

Directions: Ask your instructor or fellow classmate(s) to role play a guest entering a food service establishment. Acting as the host/hostess and waiter/waitress, serve your guest(s) from greeting to payment of salescheck. Study information sheets #1 - #3 for important points to cover in the following areas:

1. Greeting and seating guests
2. Presenting and making suggestions from menu to guests
3. Taking in house or phone orders from guests
4. Placing and picking up orders to serve to guests
5. Serving orders to guests
6. Replenishing food and beverages
7. Processing salescheck with cash payment

*NOTE: Ask your instructor for necessary equipment and supplies to demonstrate serving guests. REMEMBER! Your instructor will rate your performance by checklist. All applicable items must receive a rating of acceptable.

POST-TEST

I. Select the letter of the word or phrase which correctly completes the sentences below. Write the letter in the blanks provided.

_____ 1. When serving food, approach/serve guests from ____________________.

a. left side b. right side

_____ 2. When serving beverages, approach/serve guests from ________________.

a. left side b. right side

_____ 3. Before dessert is served, the table should be ____________________.

a. swept b. crumbed

_____ 4. Present/place salescheck face down, on the guest's ________________.

a. left side b. right side

_____ 5. Take orders while standing to guest's ____________________.

a. left side b. right side

_____ 6. Seat heavy guests in _________________.

a. booths b. chairs

_____ 7. Present first menu to the person on ______________________.

a. left side b. right side

_____ 8. Place orders for preparation _______________ confirming guest selection(s).

a. before b. after

II. Below is a list of tasks performed in the course of serving a meal. Number the tasks (from #1-#7) in the order a server would perform them. Write the correct number in the blanks provided.

_____ A. Serve order
_____ B. Process salescheck
_____ C. Greet/seat guests
_____ D. Replenish food and/or beverages
_____ E. Take order
_____ F. Present menu
_____ G. Place/pick up order for preparation

FINAL CHECKOUT PERFORMANCE EVALUATION

Serving Guests

Directions: Place a check in the column which best describes student performance All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. Greet and seat guests.			
2. Present and make suggestions from menu to guests.			
3. Take in house or phone orders from guests.			
4. Place and pick up orders to serve to guests.			
5. Serve orders to guests.			
6. Replenish food and beverages.			
7. Process salescheck and acknowledge guest payment.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

WORKSHEET & EVALUATION KEY

PRE-TEST

(1) +, (2) +, (3) o, (4) o, (5) +, (6) o, (7) +, (8) o, (9) + (10) o, (11) o, (12) o, (13) o, (14) o, (15) +

WORKSHEET #1

See next page

WORKSHEET #2

(1) left or right; no hand used, (2) left; left, (3) left or right; no hand used, (4) left; left, (5) right; right, (6) left or right; either hand used, (7) left; either hand used, (8) right; right, (9) left; left

WORKSHEET #3

Check - 1. The guest did not write a date on the check.
2. The guest did not sign the check.

Credit Card Draft - 1. The server did not write how many lobsters were ordered.
2. The server did not total the sales draft.

POST-TEST

I. (1) a, (2) b, (3) b, (4) a, (5) a, (6) b, (7) b, (8) b

II. (A) 5, (B) 7, (C) 1, (D) 6, (E) 3, (F) 2, (G) 4

KEY

WORKSHEET #1

Directions: Listed below are two meals that waiter/waitress #1 served to guests in Robb's Restaurant. Fill out the salescheck correctly for each guest. Use today's date, excepted abbreviations, and total each check. Ask your instructor for a sales tax chart.

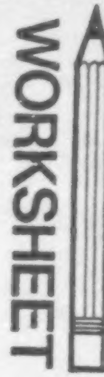
Guest No. 1

Hamburger -	$1.25
French Fries -	.55
Vanilla Milk Shake -	.85

BOBB'S RESTAURANT			
CHECK NO. 11031	DATE 6/29	WAITRESS John	NO. SERVED 1
1	hb.	$1	25
1	f. fr.	.	55
1	van. shake		85
	SALES TAX		16
		TOTAL	$2.81

Guest No. 2

Spaghetti w/meat sauce -	$2.25
Cole Slaw -	.75
French Bread -	.35
Apple Pie -	.60
Coffee -	.35



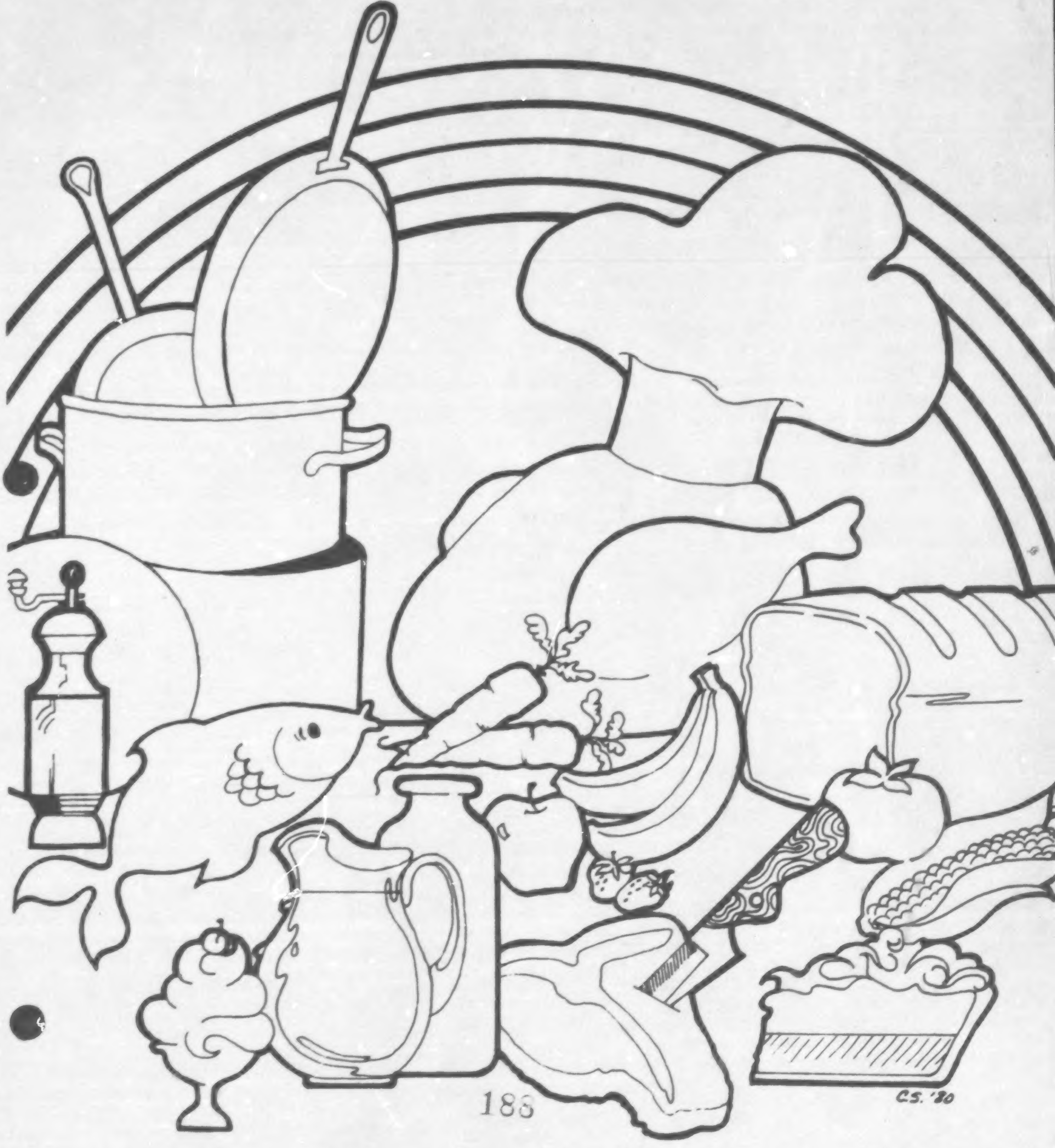
Abbreviations you may use

Apple Pie - ap. pie
Cole Slaw - c. slaw
Coffee - cof.
Hamburger - hb. or hamb.
French Fries - ff or f. fr.
Vanilla Milk Shake - van. shake
Hot Dog - h. dog
Orange Juice - O.J.
French Bread - F. bread
Chicken - ch.
ice cream - ice. crm
spaghetti w/meat sauce - pg. m. sauce
Baked potato - b. pot.
Turkey Dinner - tur. din.

BOBB'S RESTAURANT			
CHECK NO. 11031	DATE 6/30	WAITRESS Pat	NO. SERVED 1
1	spag. m. sauce	$2	25
1	c. slaw		75
1	F. Bread		35
1	ap. pie		60
1	cof.		35
	SALES TAX		26
		TOTAL	$4.56

Food Service Worker

MODULE 44: PERFORMING SIDEWORK



PERFORMING SIDEWORK

Competence Area: G. Service and Dining Room Activities

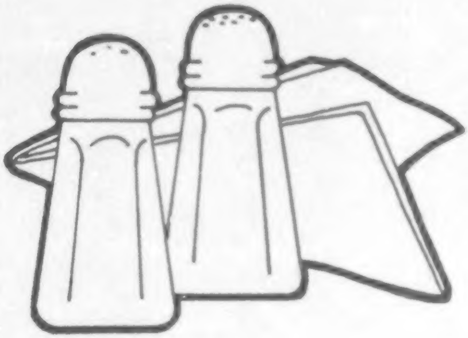
Competency Statement: 4.00 Perform Sidework

			Level
Tasks:	.01	Fold linen napkins	Basic
	.02	Replenish condiments	Basic
	.03	Replenish sundries	Basic
	.04	Replenish food at serving site	Basic
	.05	Place table covering on tables	Basic
	.06	Arrange tables and chairs as per reservation	Basic
	.07	Fill display cases/shelves	Basic
	.08	Load vehicle to transport to serving site	Basic
	.09	Review menus for daily specials and changes	Basic
	.10	Review menus for coupons available to guests	Basic
	.11	Advertise daily specials for cafeteria service	Basic

Specific Student Performance

Given necessary supplies and equipment, the student will demonstrate seven rules for performing sidework duties. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-8, 13-15, 17, 42-43



(44) T.1
S.1

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete activity #1.
6. Read and study information sheet #2.
7. Complete activity #2.
8. Read and study information sheet #3.
9. Complete activity #3.
10. Read and study information sheet #4.
11. Complete activity #4.
12. Request post-test from instructor - complete. Consumable.
13. Turn completed work in to instructor.
14. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Read and complete pre-test, optional.
2. Go over objectives and directions for module with the group.
3. Discuss vocabulary words and information sheets #1-4 with the group.
4. Divide the class into groups with five students in each group. Have each group practice activities #1-4.
5. Direct each student to complete post-test. Collect and evaluate.
6. Direct students, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

   a. Food Service Careers, 1979 edition.
   b. The Waiter And Waitress Training Manual, NRA.

II. Audio-Visual Aids

   a. Filmstrips - Table Setting, Sidework, And Bussing
      (From Prentice-Hall Media, 150 White Plains
      Road, Tarrytown, NY 10591)

- The Smart Waitress
  (From Educational Material Center, National Restaurant Ass.
  Suit 2600, IBM Plaza, Chicago, IL 60611)

III. Activities

1. Direct the students in a panel discussion "The Waiter And Waitress Should be Responsible for Sidework Duties."
2. Role play placing table covering on tables during service. Students can alternate playing guest and service person.
3. Instruct students to make up charts listing specific sidework responsibilities.
4. Visit a restaurant and observe a service person performing sidework duties.
5. Have students make a bulletin board on sidework duties.
6. Prepare a meal and place hot and cold food in the proper locations on a serving line or mobile cart.

PRE-TEST

Perform Sidework

I. Read the following statements carefully. If the statement is correct, write the word "True"; if incorrect, write the word "False."

_____ 1. Standard linen napkins are 18 inches square in size.

_____ 2. When reviewing menus, look only for price changes.

_____ 3. Temperature controls should be set before food is placed in food carts.

_____ 4. Food is grouped in display cases according to food type.

II. Select the letter of the phrase or word which best completes the statement. Place the letter in the blank provided.

_____ 1. Condiment containers such as salt and pepper shakers can be filled with the use of a __________.
a. cup
b. funnel
e. glass

_____ 2. Creamers should be filled ________full.
a. 2/3
b. 1/3
c. 3/4

_____ 3. Clogged holes in a salt shaker may be unstopped with a ______.
a. toothpick
b. fork tine
c. ice pick

_____ 4. _________is placed in salt to prevent moisture from gathering.
a. rice
b. peas
c. corn

_____ 5. Placemats should be placed _______inch(s) from the edge.
a. 2 inches
b. 3 inches
c. 1 inch

_____ 6. Three methods used in folding linen napkins are ___________.
a. tent, crown, rectangular
b. oblong, vertical, horizontal
c. flower, heart, oval

STUDENT GUIDE SHEET

*Directions To Student: Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel th the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete activity #1.
4. Read and study information sheet #2.
5. Complete activity #2.
6. Read and study information sheet #3.
7. Complete activity #3.
8. Read and study information sheet #4.
9. Complete activity #4.
10. Request post-test from instructor - complete.
11. Turn completed work in to instructor.
12. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Centerfold - The center "line" of a tablecloth.
2. Condiments - Seasonings or relishes for food, such as pepper, salad dressing, or sauces.
3. Placemat - A small individual table covering which accomodates one cover.
4. Replenish - To refill; fill up.
5. Runner - A narrow covering which extends from one end of the table to the others.
6. Sidework - Work that is done by the waiter/waitress other than serving food.
7. Silencer - A cloth that is placed on the table underneath the tablecloth to prevent noise.
8. Sundries - Miscellaneous items such as toothpicks, straws, paper napkins and condiments cups.

#1 INFORMATION SHEET

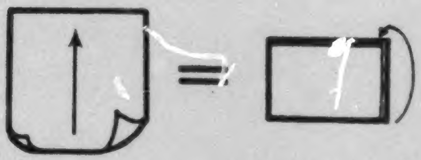
Duties that are preformed by a waiter or waitress, other than those directly related to serving guests, are called sidework duties. These duties may also be performed by the buspersons. Sidework duties involve setting up and leaving work areas in proper order upon completion of the shift. These duties are very important as they assist in providing items used during the serving process.

How to fold linen napkins

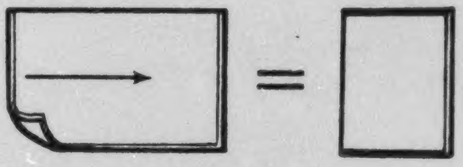
A. Rectangular napkin fold

Procedure

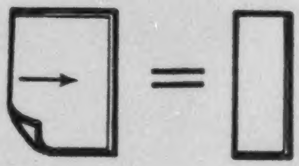
1. Use a standard eighteen inch linen napkin.
2. Fold napkin end to end.



3. Turn napkin over and fold left end of napkin over to right end.



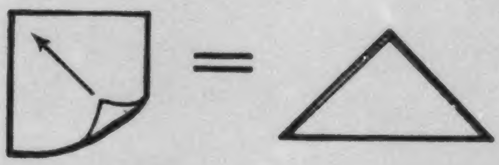
4. Fold napkin in half so that all loose pieces are at the bottom and on the right of the folded napkin.



B. Tent napkin fold

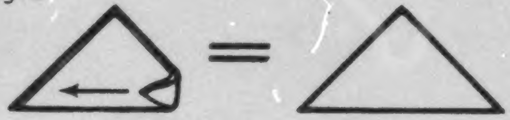
Procedure

1. Use a standard eighteen inch napkin.
2. Fold napkin corner to corner forming a triangle.

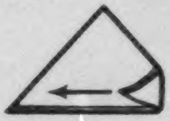


INFORMATION SHEET #1 (Continued)

3. Fold right corner of napkin to left corner.
4. Turn napkin and fold right corner of napkin to left corner again forming a smaller triangle.



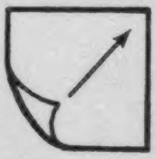
5. Turn napkin and fold right corner of napkin to left corner and stand in center of cover like a tent.



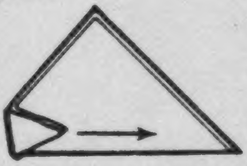
C. Crown napkin fold

Procedure

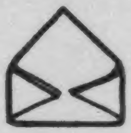
1. Use a standard eighteen inch linen napkin.
2. Fold one corner of napkin to another corner, forming a triangle.



3. Fold left end of triangle to right end.
4. Turn napkin and fold left end of triangle to left end again, forming a smaller triangle.



5. Fold left corner 3/4 way over.
6. Fold right corner 3/4 way over.
7. Stand up napkin in center of cover.



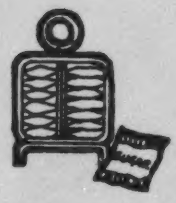
ACTIVITY #1

Directions: Ask your instructor for an 18-inch linen napkin to practice and demonstrate the:

a. rectangular fold
b. tent fold
c. crown fold

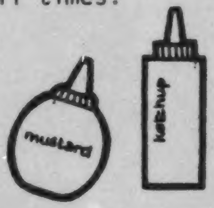
#2 INFORMATION SHEET

How to replenish condiments



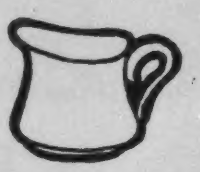
A. Condiments in packets

1. Place cleaning towel and needed condiments on service tray. Take to area where packets of condiments need replenishing.
2. Fill containers or dispensers with designated condiment packets; should be neatly straightened at all times.
3. Clean smudges from containers.



B. Condiments in bulk containers

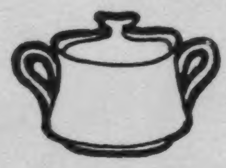
1. Place condiments, dipper, funnel and cleaning towel on service tray. Take to area where bulk containers need replenishing.
2. Wipe the top and inside of container cap. Wash, if gummy material has accumulated.
3. Use a dipper and funnel to fill condiment bottle(s).
4. Place the top securely on condiment container and wipe with clean towel.
5. Remove all spills and smudges.



C. Creamers

1. Refill creamers when container is cool.
2. Fill creamers about 3/4 full.
3. Wipe the outside of containers with a clean, damp cloth. Polish with a dry cloth or paper towel.

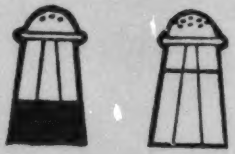
*NOTE! There should be no drips or smudges on the outside of container.



D. Sugar Containers

1. Wipe outside of container with clean, damp cloth.
2. Fill container using a funnel.
3. Fasten lid securely on container.

INFORMATION SHEET #2 (Continued)



E. Salt and pepper shakers

1. Clean outside of containers with a clean, damp cloth.
2. Refill containers using a funnel.

*NOTE! Place a few grains of rice in the salt shakers to prevent extra moisture from gathering in container.

3. Use a toothpick to unstop clogged holes in salt shaker top.

How to replenish sundries

1. Wipe outside of sundry dispensers with clean, damp towel. Dry dispensers, removing all smudges.
2. Replenish each sundry item placing them in designated dispensers.
3. Store sundries according to house policy.

How to replenish food at serving site

1. Assemble equipment and supplies needed.
2. Place hot foods in designated container(s) at serving site. Use pot holders or safety gloves to prevent burns.
3. Place cold foods in designated containers at serving sites.
4. Check arrangement of containers and their contents for order and attractiveness.
5. Garnish foods suitably and attractively.
6. Place appropriate covers on filled containers.
7. Check temperature controls.
8. Wipe up any spills at service site.

*NOTE! Flow of service should not be interrupted. All food items should be available throughout the serving period.

ACTIVITY #2

Directions: Ask your instructor for necessary equipment and supplies to demonstrate replenishing:

a. condiments
b. sundries
c. food at serving site

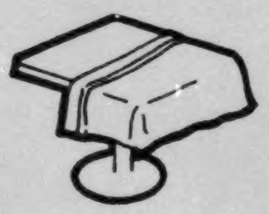
#3

INFORMATION SHEET

How to Place Table Covering on Tables

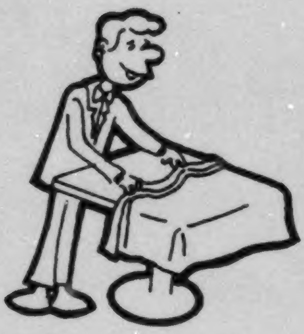
1. Clean tables and chairs with a clean cloth and a solution of mild detergent and warm water.

2. If tablecloths are used, select the appropriate size and number to cover tables.

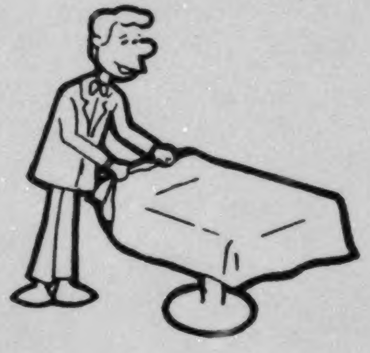


3. If a silencer is used, place it beneath the top cloth.

4. Place the centerfold "line" of the tablecloth in the middle of the table.



5. Open cloth and gather gently at the center of the table.



6. Cloth is then pulled or spread over remainder of table from opposite side.

7. When placemats are used, they should be placed directly in front of each other and one inch from the edge of table.
8. Runners should extend across the center of the table with the edges handing even on both sides of the table.

How to arrange tables and chairs as per reservations

1. A number of alternative table arrangement plans are usually offered the client.

2. Tables are arranged according to the spacing of the doors and windows, the position of the stage, and other physical details.

3. After table arrangement has been selected, arrange tables according to plan.

4. Place appropriate number of chairs at each table.

5. Install platforms for head table. Place appropriate number of chairs at the head table.

ACTIVITY #3

Directions: I. Ask your instructor for necessary equipment and supplies to practice and demonstrate placing table covering on tables.

II. Ask your instructor for necessary supplies and equipment to demonstrate possible arrangement(s) of tables and chairs for a party of 25. (4 people at head table).

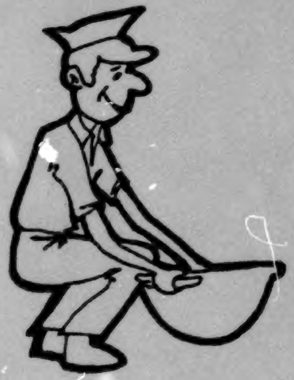
#4 INFORMATION SHEET

How to fill display cases/shelves

1. Clean display case/shelves with a clean, damp cloth.
2. Assemble prepared food items.
3. Group foods according to type.
4. Place food in display case to attract attention.
5. Arrange food neatly and attractively in even rows.

How to load vehicle to transport to serving site

1. Set temperature control properly on hot food cart and cold food cart.
2. Assemble food, equipment, and supplies that will be placed on vehicle for transport/transfer.
3. Place each item in its designated location on vehicle.
4. Place hot food in cart, using proper safety precautions when lifting. Bend at the knee when lifting heavy food items to prevent back strain. Use hot pads to prevent burns.
5. Place cold food on cart, using proper safety precautions to prevent back strain.



How to review menu for daily specials and changes

Review and study your establishment's menu frequently, as it may change periodically or even daily. Check price changes, food methods of preparation. Some restaurants have daily specials. Check these specials for changes. Your knowledge of the menu will increase your ability to sell food and answer questions about the menu intelligently.

How to review menus for coupons available to guests

Review menus daily for coupons available to guests. You should know the following information concerning coupons.

1. Know the name of food items that can be purchased with a coupon.
2. Know both the regular price and the coupon price of the food.
3. Know the beginning date and expiration date of the coupon.

How to advertise daily specials for cafeteria service

1. Clean menu board.
2. Study menu.
3. Assemble letters needed to announce menu items.
4. List all menu items on menu board.
5. Space letters and words evenly.
6. Spell menu words correctly.

ACTIVITY #4

Directions: Ask your instructor for necessary equipment and supplies to practice and demonstrate:

a. filling display cases/shelves
b. loading vehicle to transport to serving site
c. reviewing and advertising menu specials

CONSUMABLE

POST-TEST

Perform Sidework

I. Match the following terms with their definition. Write the correct number in the blanks provided.

Definitions

_____ 1. The center "line" of a tablecloth.

_____ 2. A small individual table covering which accommodates only one cover.

_____ 3. A narrow table covering which extends from one end of the table to the other.

_____ 4. Work that is done by the waiter or waitress other than serving food.

_____ 5. A cloth that is placed on the table underneath the tablecloth to prevent noise.

_____ 6. Miscellaneous items such as toothpicks, straws, paper napkins, and condiments cups.

Terms

A. Silencer
B. Sidework
C. Sundries
D. Centerfold
E. Runner
F. Placemat

II. Read the following statements carefully. If the statement is correct, write the word "True"; if incorrect, write the word "False."

_____ 1. When advertising daily specials for cafeteria service, list all menu items on menu board.

_____ 2. Arrange tables and chairs as per reservations according to the size of the room, spacing of doors and windows and other physical features.

_____ 3. Chairs are placed at the head table of a banquet as guests arrive.

_____ 4. Food should be arranged in rows when placed in a display case.

_____ 5. Bend the back and shoulders when lifting heavy food items to load food cart.

_____ 6. Food is garnished when placed on a serving line.

_____ 7. All food items on the menu should be available on the serving line throughout the serving period.

_____ 8. Fill creamers ½ full when replenishing them with cream.

POST-TEST (Continued)

_____ 9. Placemats should be placed 2 inches from the edge of the table.

_____10. Rice may be placed in salt shakers to prevent moisture from gathering.

_____11. To place a tablecloth, put centerfold at one end of the table and spread across to the other edge.

III. Select 2 sidework duties discussed in this module and explain the step-by-step procedure for completing these tasks. Use the space provided below to write your answer.

FINAL CHECKOUT PERFORMANCE EVALUATION

Perform Sidework

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. Fold linen napkins			
a. rectangular fold			
b. tent fold			
c. crown fold			
2. Replenish condiments, sundries and food at serving site.			
3. Place table covering on tables.			
4. Arrange tables and chairs as per reservation.			
5. Fill display cases/shelves.			
6. Load vehicle to transport to serving site.			
7. Review and advertise menu specials.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

I. (1) True, (2) False, (3) True, (4) True

II. (1) b, (2) c, (3) a, (4) a, (5) c, (6) a

POST-TEST

I. (1) D, (2) F, (3) E, (4) B, (5) A, (6) C

II. (1) True, (2) True, (3) False, (4) True, (5) False, (6) True, (7) True, (8) False, (9) False, (10) True, (11) False

III. Answers will vary, check individually.

Food Service Worker

MODULE 45: TABLE CLEANING/ CLEARING DUTIES

TABLE CLEANING/CLEARING DUTIES

Competence Area: G. Service And Dining Room Activities

Competency Statement: 4.00 Perform Table Cleaning and Clearing Duties

			Level
Tasks:	.01	Clean up spills on tables during service	Basic
	.02	Replace soiled ashtrays during service	Basic
	.03	Crumb tables during service	Basic
	.04	Remove soiled dinnerware from tables during service	Basic
	.05	Remove paper items from tables during service	Basic
	.06	Remove condiments from tables during service	Basic
	.07	Remove all tableware from tables	Basic
	.08	Remove soiled linen/paper goods from tables	Basic
	.09	Return food from buffet tables to kitchen	Basic
	.10	Load service tray with soiled dishes	Basic

Specific Student Performance

Given necessary equipment and supplies, the student will demonstrate five rules for performing table cleaning and clearing duties. Performance will be rated by a checklist.All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-8, 10, 13-14, 42-44

(45) T.1
S.1

LEARNING HIERARCHY

Specific Student Performance

Given necessary equipment and supplies, the student will demonstrate five rules for performing table cleaning and clearing duties. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objective

Demonstrates the rules for cleaning and clearing tables.

Enabling Objectives

Demonstrates the rules for:

1. cleaning up spills on tables during service
2. replacing soiled ashtrays during service
3. crumbing tables during service
4. removing soiled dinnerware, paper items and condiments from tables during service
5. removing all tableware and soiled linen/paper goods from tables
6. returning food from buffet tables to kitchen
7. loading service tray with soiled dishes.

Classifies methods as correct/incorrect procedures for:

1. cleaning up spills on tables during service
2. replacing soiled ashtrays during service
3. crumbing tables during service
4. removing soiled dinnerware, paper items and condiments from tables during service
5. removing all tableware and soiled linen/paper goods from tables
6. returning food from buffet tables to kitchen
7. loading service tray with soiled dishes.

States the rules for:

1. cleaning up spills on tables during service
2. replacing soiled ashtrays during service
3. crumbing tables during service
4. removing soiled dinnerware, paper items and condiments from tables during service
5. removing all tableware and soiled linen/paper goods from tables
6. returning food from buffet tables to kitchen
7. loading service tray with soiled dishes.

PROCESS SHEET

Individual: (Suggested procedures for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete activity #1.
6. Read and study information sheet #2.
7. Complete activity #2.
8. Complete worksheet #1. Consumable.
9. Request post-test from instructor - complete. Consumable.
10. Turn completed work in to instructor.
11. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedures for using the module as a unit of instruction for more than one student.)

1. Direct students to complete pre-test, optional.
2. Go over objectives and directions for module.
3. Discuss vocabulary words and information sheets #1 and #2 with group.
4. Divide the class into groups with five students in a group. Have students practice activities #1 and #2.
5. Direct each student to complete post-test. Collect and evaluate.
6. Direct students, when ready, to request final checkout performance evaluation

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

   a. Food Service Careers, 1979 edition.
   b. The Waiter and Waitress Training Manual, Cahner Books.

II. Audio-Visual Aids

   Filmstrips - Table Setting, Bussing and Sidework
   (From Prentice-Hall Media, 150 White Plains Rd.,
   Tarrytown, NY 10591)

III. Activities

1. Role play clearing and cleaning tables during and after service. trainees alternate, playing guest and service person.
2. Have trainees plan an informal buffet and clear buffet tables using the procedures they were taught in the module.
3. Have trainees remove different kinds of food stains from table linen. (see Module #15 for procedures).
4. Visit a nearby cafeteria to observe procedures used for clearing tables after service.
5. Visit a restaurant and observe procedures used to clear and crumb tables during service.

CONSUMABLE

PRE-TEST

Perform Table Duties

I. Read the following statements carefully. If the statement is correct write the word "True" in the blank provided. If the statement is incorrect, write the word "False".

_____ 1. Dishes should not be scraped at the table during or after service.

_____ 2. Ashtrays should be cleaned and replaced on the table as often as necessary.

_____ 3. Cups and coffee pots should be stacked in the center of a service tray when clearing a table.

_____ 4. A dish towel should be used to crumb tables.

_____ 5. Center items should be removed first when clearing tables during service.

_____ 6. Coffee pot handles should be turned inward to the center of the service tray.

_____ 7. Used paper napkins are not removed until after service.

_____ 8. If a spill made during service covers a large area on the tablecloth, the cloth does not have to be replaced until after the service.

II. For each of the following statements or questions, select from among the responses the correct answer. Indicate your answer by placing the letter in the blanks provided.

_____ 1. When clearing the dinner plate from the table, approach the guests from this side.
a. left c. either side
b. right d. front

_____ 2. When clearing glassware, approach the guests from this side.
a. left c. either side
b. right d. front

_____ 3. After cleaning spills on tables during service, cover the spill with a _______________.
a. centerpiece c. napkin
b. dish d. plate

PRE-TEST (Continued)

_____ 4. The ___________ should be allowed to remain on the table as long as guests are seated.
a. water glass c. dinner plate
b. bread basket d. butter

_____ 5. A tray on which food and dishes are transported to and from the kitchen to the dining room is a ____________.
a. food tray c. dish tray
b. service tray d. hot tray

_____ 6. Which of the following should be removed from the tables before the dessert course is served?
a. salt, pepper, catsup
b. salad dressing, cream, sugar
c. steak sauce, catsup, salad dressing
d. bread, butter

_____ 7. Remove ___________ from the buffet table first and return them to the designated kitchen work area.
a. beverages
b. all hot foods
c. salads, desserts and condiments
d. breads

STUDENT GUIDE SHEET

*Directions: To Student — Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete activity #1.
4. Read and study information sheet #2.
5. Complete activity #2.
6. Complete worksheet #1.
7. Request post-test from instructor - complete.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Condiment - A seasoning or relish for food such as pepper, salad dressing, or sauces.
2. Crumbing - The process of sweeping loose food particles into your hand with a clean, folded napkin or cloth to make the table look neat before the dessert is served.
3. Receptacle - A separate container for soiled linen/paper or tableware.
4. Service Tray - A tray on which food and dishes are transported to and from the kitchen and dining room.
5. Tableware - Dishes, knives, forks, and spoons used at the table for meals.

#1 INFORMATION SHEET

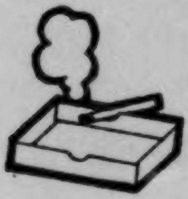
Table clearing and cleaning duties may be performed both during and after table service. However, procedures vary from establishment to establishment. Service workers who are instructed to clean/clear tables, when guests are present, should clear the tables rapidly and quietly. They should move with ease and efficiency, following the rules for cleaning and clearing tables.

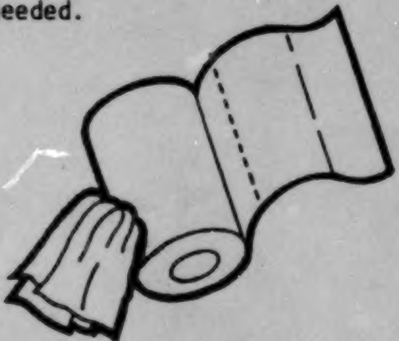
How to clean up spills on tables during service

1. Take a damp towel, dry towel, and a clean napkin to the table that is to be cleaned.
2. Wipe up spill with the damp towel, if the spill will leave a stain.
3. Use the dry towel to wipe up excess water from the spill.
4. Cover spill with clean, dry napkin.
5. If the spill covers a large area on the table and a tablecloth is present, remove the cloth and replace it with a clean cloth.
   a. Move dishes and center items to one side of the table. Fold back soiled cloth to center.
   b. Place centerfold of clean tablecloth across center of table and pull gently over edge of table.
   c. Place dinnerware on clean tablecloth..
   d. Remove soiled tablecloth and pull clean tablecloth gently over other edge of table. Place each cover in place.

How to replace soiled ashtrays during service

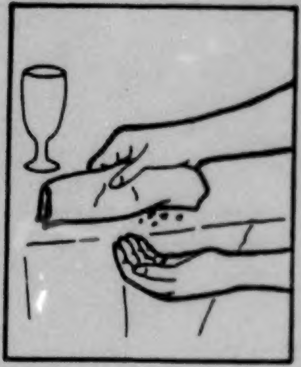
1. Pick up ashtrays from tables without disturbing guests.
2. Empty ashtrays in safe place. (Place in cigarette butt receptacle).
3. Wipe ashtrays with damp cloth and dry with paper towel.
4. Return ashtrays to the table.
   *NOTE! Clean ashtrays as often as needed.





How to crumb table during service

1. Fold clean napkin in half.
2. Sweep food particles from table into hand.
3. Place crumbs on service tray. *Never sweep crumbs on floor.
4. Always crumb the table without disturbing guests.



How to remove soiled dinnerware from tables during service

1. Service worker should bring a service tray and place it on a service tray stand near the table that is to be cleared.
2. The table is cleared, starting with the host or hostess, and continuing in a counterclockwise direction around the table.
3. Dishes should be removed from the right side, using the right hand.
4. The main plate should be removed first, the salad next, and finally the bread and butter place.
5. Empty beverage glasses may be removed after the main course, if the guest does not wish to have a refill.
6. Water glasses should be allowed to remain on the table as long as quests are seated. Hot tea and coffee should be left on the table until completion of the dessert course.
7. Crumb table before serving the dessert.
8. Bread basket, salt and pepper shakers, condiments and other center service items that are not needed should be removed from the table first.
9. Work quietly and efficiently. Never scrape dishes at the table!
10. Stack soiled dishes on a nearby service tray and take loaded tray to the dishroom.

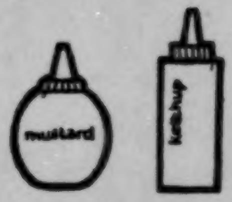
INFORMATION SHEET #1 (Continued)

How to remove paper items from tables during service

1. Pick up empty sugar packets and butter papers from tables and place in paper container on service tray or cart.
   *NOTE! Used paper napkins are not removed until after service.
2. Remove empty salt and pepper packets, straw covers, and toothpick covers after use.
3. If paper items are placed in ashtrays. Clean and dry ashtrays.
4. Remove paper items from table quietly without disturbing guests.

How to remove condiments from tables during service

1. Remove condiment containers quietly without disturbing guests.
2. Remove condiments, such as salad dressings, steak sauce, and catsup from tables before the dessert course is served.
3. Place condiment containers on service tray and store in/on side stand/station.
4. Clean condiment containers with a damp cloth before storing.
5. If there are condiment spills or stains on tables, remove them using correct procedures.



ACTIVITY #1

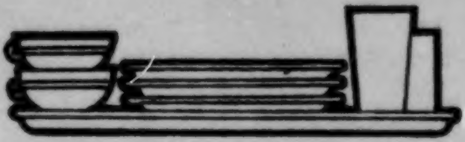
Directions: Ask your instructor for necessary equipment and supplies to practice and demonstrate the following table cleaning/clearing duties during service:

1. Clean up spills on tables.
2. Crumb tables.
3. Remove soiled dinnerware, paper items, and condiments.

#2 INFORMATION SHEET

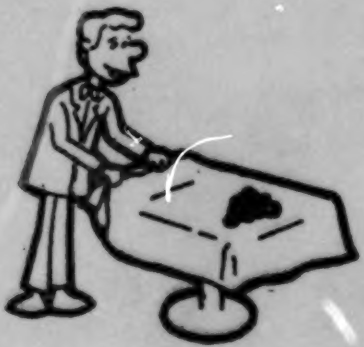
How to remove all tableware from tables

1. When the guests leave, take a damp towel, a dry towel, and a service tray to the end of the table to be cleared and cleaned.
2. Handle dishes carefully and quietly.
3. Stack all heavy items, such as plates, in the center of tray.
4. Pick up only one item at a time.
5. Stack all dishes in an orderly manner.
6. Place napkins in separate area on the tray.
7. Use damp towel to clean out ashtray(s).
   *NOTE! Place tip in clean ashtray if you were not the server.
8. Take damp towel and wipe off the table and seats.
9. Take loaded tray to the dishroom.



How to remove soiled linen/paper goods from tables

1. After guests have completed their meal and left the dining room, a service tray or bus cart is taken to the table to be cleared.
2. Paper goods such as napkins, placemats, empty sugar packets and straw covers are removed to the service tray/cart and disposed of in designated receptacles.
3. Remove soiled linen using correct procedures and place in designated receptacle.



INFORMATION SHEET #2 (Continued)

How to return food from buffet tables to kitchen

1. Take service tray or cart to buffet table after completion of service.
2. Remove main foods (hot foods) which are served in chafing dishes onto mobile carts and return to designated kitchen work areas.
3. Remove secondary foods from buffet table: includes salads, breads, desserts, and condiments. Return these items to designated kitchen work areas.
4. Remove beverages from buffet table and return to designated work area in the kitchen.
5. Wipe up all spills with a damp cloth or paper towel.

How to load service tray with soiled dishes

1. Stack plates and other heavy dishes in center of service tray.
2. Separate the silverware and pile on one side of tray.
3. Place glasses on one section of the tray.
4. Cups, beverage pitchers, creamers and coffee pots are placed on side of tray. Coffee pot handles should be turned inward.
5. Linen should be placed to one side of the tray.
6. Unload carefully in the dishroom as directed.

ACTIVITY #2

Directions: Ask your instructor for necessary equipment and supplies to practice and demonstrate the following table cleaning/clearing duties after service.

1. Remove all tableware, soiled linen and/or paper goods
2. Load service tray with soiled dishes.

CONSUMABLE

WORKSHEET #1

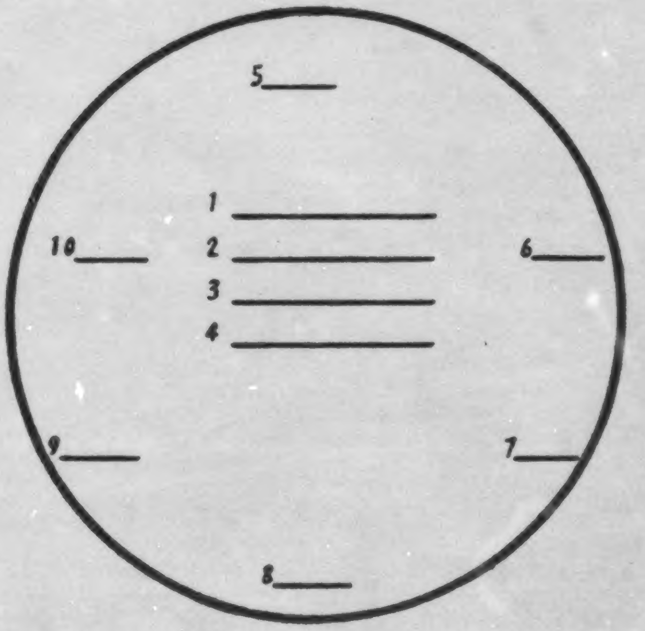
Directions: Match each service piece on the left with its location on the loaded service tray below. Write the correct letter in the blanks provided.

Service pieces

A. Dinner plate
B. Saucer
C. Cup
D. Water glass
E. Salad plate
F. Dessert plate
G. Linen
H. Silverware
I. Coffee pot
J. Beverage pitcher

WORKSHEET

Service Tray



POST-TEST

Perform Table Duties

I. Fill in the blanks below with the word or words which best complete the statement. Write the answer in the blanks provided.

1. Food is transported to and from the kitchen and dining room by using a ______________________.
2. Seasonings or relishes such as pepper, sauces and salad dressings are called ______________.
3. The service worker can remove loose food particles from the table before dessert is served and without disturbing guests by ________________.

II. Read the statements below carefully. If the statement is true, circle "T"; if false, circle "F".

T F It is [illegible]rect to scrape dishes at the dining table during and after service.

T F When clearing the table during service, pick up only one dish at a time.

T F Stack all heavy items, such as plates before taking them to the dish room.

T F Ashtrays should be cleaned only once during service.

T F A clean napkin should be used to remove loose food particles from tables during service.

T F Coffee cups and saucers should be removed from the table after the dinner plates during service.

T F Desserts should be removed from the buffet and taken to the kitchen before any other items on the buffet.

T F If a spill made during service covers a large area on the tablecloth, the cloth should be removed immediately.

T F The water glass should be allowed to remain on the table as long as guests are seated.

III. Select 3 table cleaning/clearing duties discussed in this module and describe the step-by-step procedure for these tasks. Write your answers in the space provided. If more space is needed use the back of this sheet.

FINAL CHECKOUT PERFORMANCE EVALUATION

Perform Table Duties

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable or further work may need to be planned.

Student Can:	A	N	NA
1. Clean up spills on tables during service.			
2. Crumb tables during service.			
3. Remove soiled dinnerware, paper items and condiments from tables during service.			
4. Remove all tableware, soiled linen and paper goods from tables.			
5. Load service tray with soiled dishes.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

I. (1) True, (2) True, (3) False, (4) False, (5) True, (6) True, (7) True, (8) False

II. (1) b, (2) b, (3) c, (4) a, (5) b, (6) c, (7) b

WORKSHEET #1

(1) A, (2) B, (3) E, (4) F, (5) C, (6) I, (7) J, (8) G, (9) D, (10) H

POST-TEST

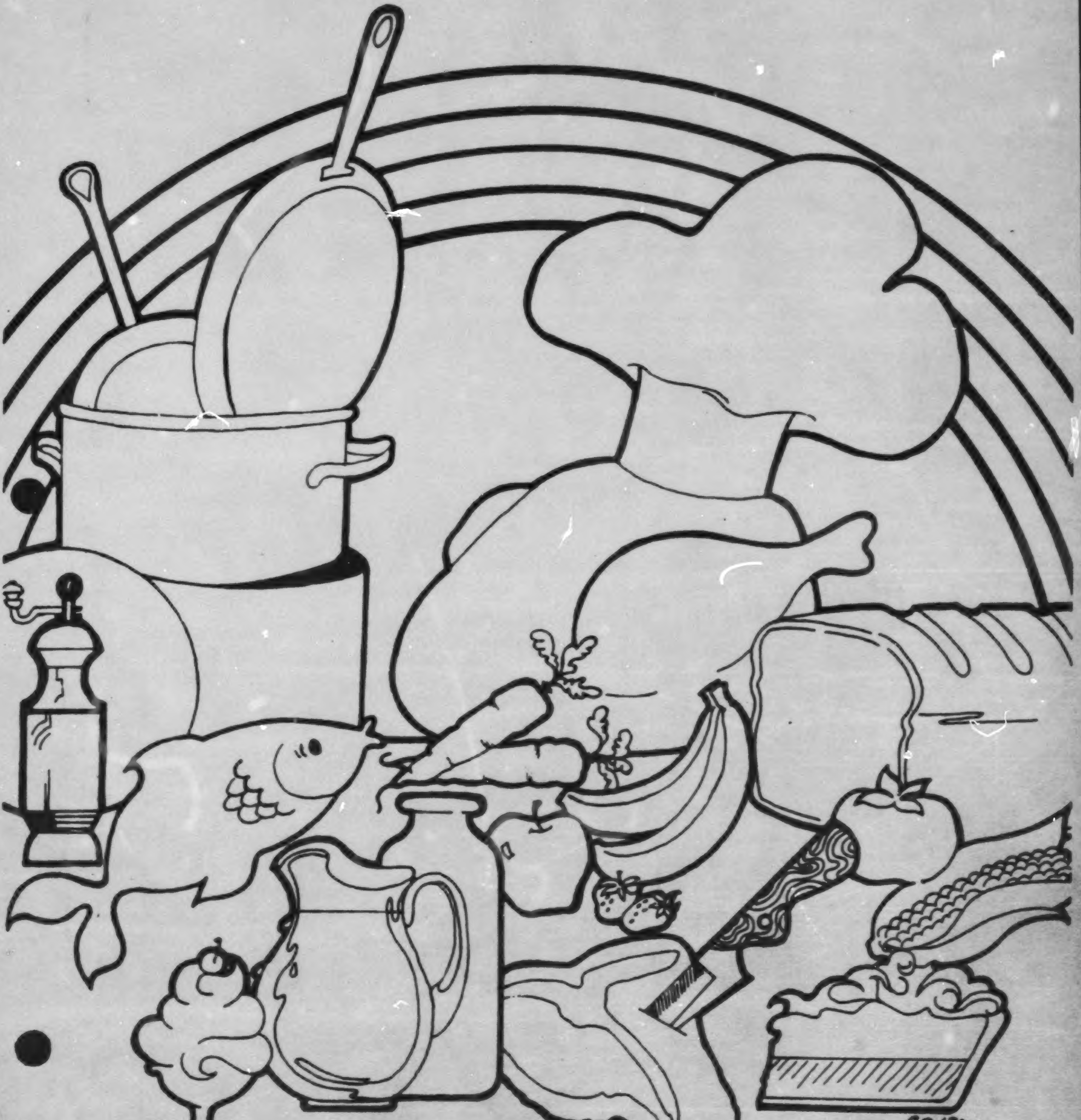
I. (1) service tray, (2) condiments, (3) crumbing the table

II. (1) F, (2) T, (3) T, (4) F, (5) T, (6) F, (7) F, (8) T, (9) T

III. Answers will vary, check individually.

Food Service Worker

MODULE 46: TRAY SERVICE



TRAY SERVICE

Competence Area: G. Service and Dining Room Activities

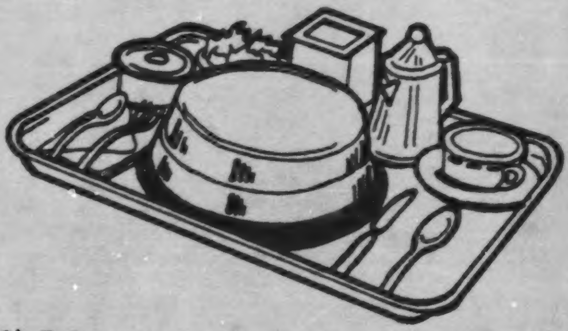
Competency Statement: 5.00 Serve Patients/Clients/Patrons

			Level
Tasks:	.01	Store items for service in refrigeration unit or warmers	Basic
	.02	Set-up serving lines	Special
	.03	Prepare menu slips or tray cards	Special
	.04	Place items on trays for general and modified diets a. tray cover b. tray card and/or appointments for special occasions c. condiments d. napkin e. flatware f. cup and saucer or beverage glass	Special
	.05	Portion food and beverages	Special
	.06	Check appearance and contents of tray	Special
	.07	Place covered tray in/on conveyor or cart	Special
	.08	Transport tray to serving area	Special
	.09	Serve meal to patient/client/ patron	Special
	.10	Return soiled tableware to dishroom	Special

Specific Student Performance

Given necessary equipment and supplies, the student will demonstrate seven rules for serving patients/clients/patrons. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-8, 10,
13-15, 42-45

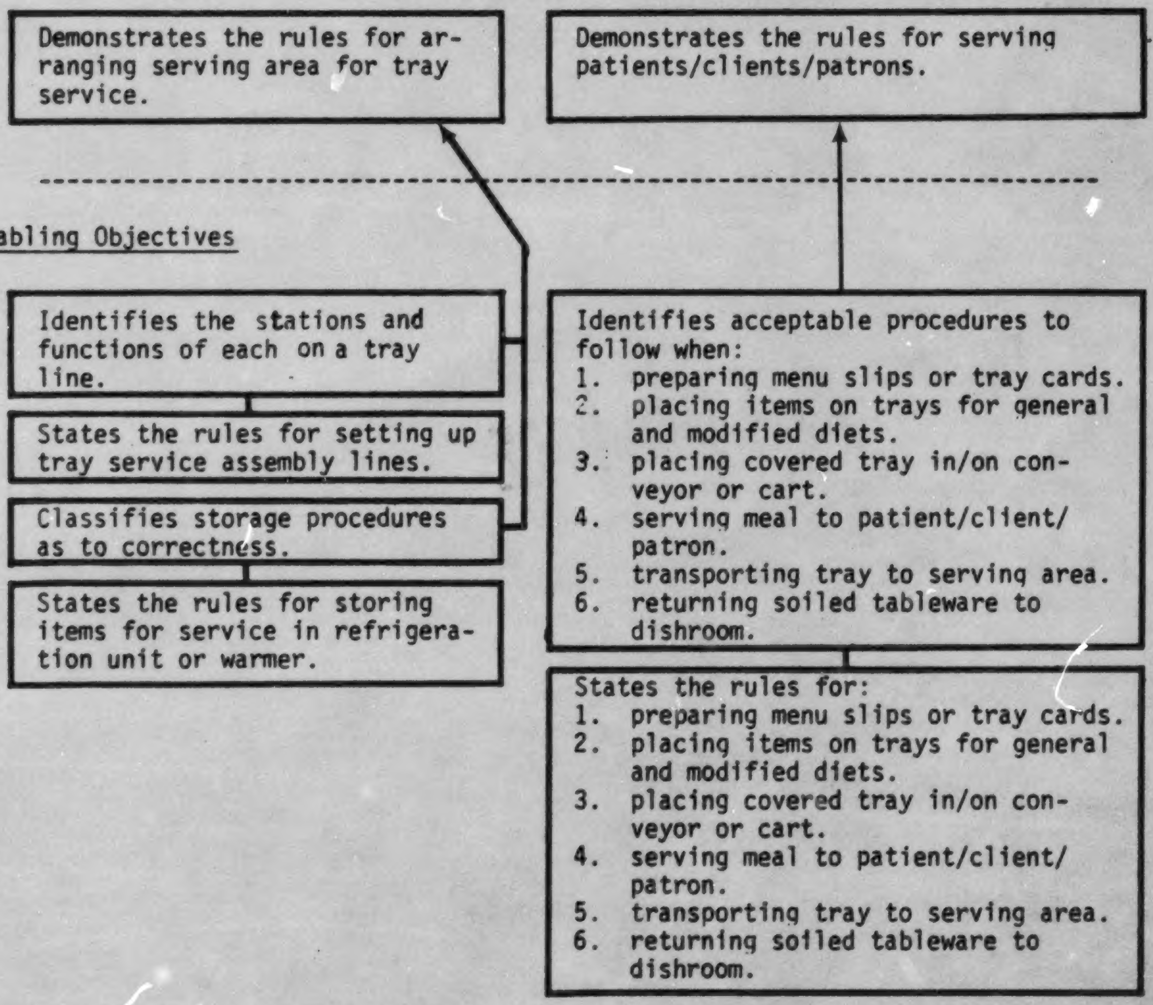


LEARNING HIERARCHY

Specific Student Performance

Given necessary equipment and supplies, the student will demonstrate seven rules for serving patients/clients/patrons. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objectives



Demonstrates the rules for arranging serving area for tray service.

Demonstrates the rules for serving patients/clients/patrons.

Enabling Objectives

Identifies the stations and functions of each on a tray line.

States the rules for setting up tray service assembly lines.

Classifies storage procedures as to correctness.

States the rules for storing items for service in refrigeration unit or warmer.

Identifies acceptable procedures to follow when:
1. preparing menu slips or tray cards.
2. placing items on trays for general and modified diets.
3. placing covered tray in/on conveyor or cart.
4. serving meal to patient/client/patron.
5. transporting tray to serving area.
6. returning soiled tableware to dishroom.

States the rules for:
1. preparing menu slips or tray cards.
2. placing items on trays for general and modified diets.
3. placing covered tray in/on conveyor or cart.
4. serving meal to patient/client/patron.
5. transporting tray to serving area.
6. returning soiled tableware to dishroom.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet.
5. Complete activities #1-4. (See resource items for blank sketch of tray service assembly line and menu slip.)
6. Request post-test from instructor - complete. Consumable.
7. Turn completed work in to instructor.
8. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Direct students to complete pre-test, optional.
2. Go over objectives with the group to introduce concepts.
3. Discuss vocabulary words and information sheet with group.
4. Assist students with activities #1-4.
5. Direct students to complete post-test.
6. Have students, when ready, to request the final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

Being A Food Service Worker, 1967 edition.

II. Activities

1. Invite a dietary aide to visit your classroom and demonstrate procedures for setting up service and serving patients/clients/patrons.
2. Visit a hospital and observe the procedures that are used for setting up a serving line.
3. Have students set-up food trays for special occasions.
4. Role play presenting a food tray to patients. Present trays to a happy patient and a sad patient.

PRE-TEST

Tray Service

Directions: Read the following statements carefully. If the statement is correct, write the word, "True" in the space provided. If the statement is incorrect, write the word, "False."

_____ 1. A trayline table is a specific location on the assembly line where items are placed on trays.

_____ 2. Dishes for cold foods should be at room temperature.

_____ 3. Stainless steel containers are used for storing cold foods.

_____ 4. When serving a meal to a patient, it is not necessary to comment on the foods presented.

_____ 5. Food should arrive at the designated service area ready to be served at the correct temperature.

_____ 6. Before serving food, it is not necessary to check the patient's name on the bed tag with the name on the tray card.

_____ 7. Dishes for hot foods should be at room temperature.

_____ 8. It is not necessary to cover food items during the holding period.

_____ 9. Lowerators are portable units to store and warm dishes for service.

_____10. Cooked foods should be maintained at 140°F during the serving period.

STUDENT GUIDE SHEET

***Directions: To Student** Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet.
3. Complete activities #1-4.
4. Request post-test from instructor - complete.
5. Turn completed work in to instructor.
6. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Dietary Aide - A person who works under the supervision of a dietitian and performs food service duties in an institutional (hospital or nursing home) setting.
2. Lowerator - A portable dish cart that is used on a tray assembly line for warming and storing dishes.
3. Mobile Cart - A cart on which trays are placed and taken to the patients/clients/patrons.
4. Tray Menu Card - A card on which the patient's name, room number and specific diet is written.
5. Tray Cover - A cloth or cover that is placed over tray items as a sanitary precaution.
6. Tray Line - Station Specific locations on the serving assembly line where items are placed on tray(s).

INFORMATION SHEET

Patients/clients/patrons are provided tray service in their rooms. Special attention is given to the preparation of food and how the food is served. Precautions are taken to assure that each patient/client/patron receives the diet that was prescribed for him. Extra care is taken in serving the food at the correct temperatures. The person who performs these duties is usually called a dietary aide.

Storing Items for Service in Refrigeration Unit or Warmer

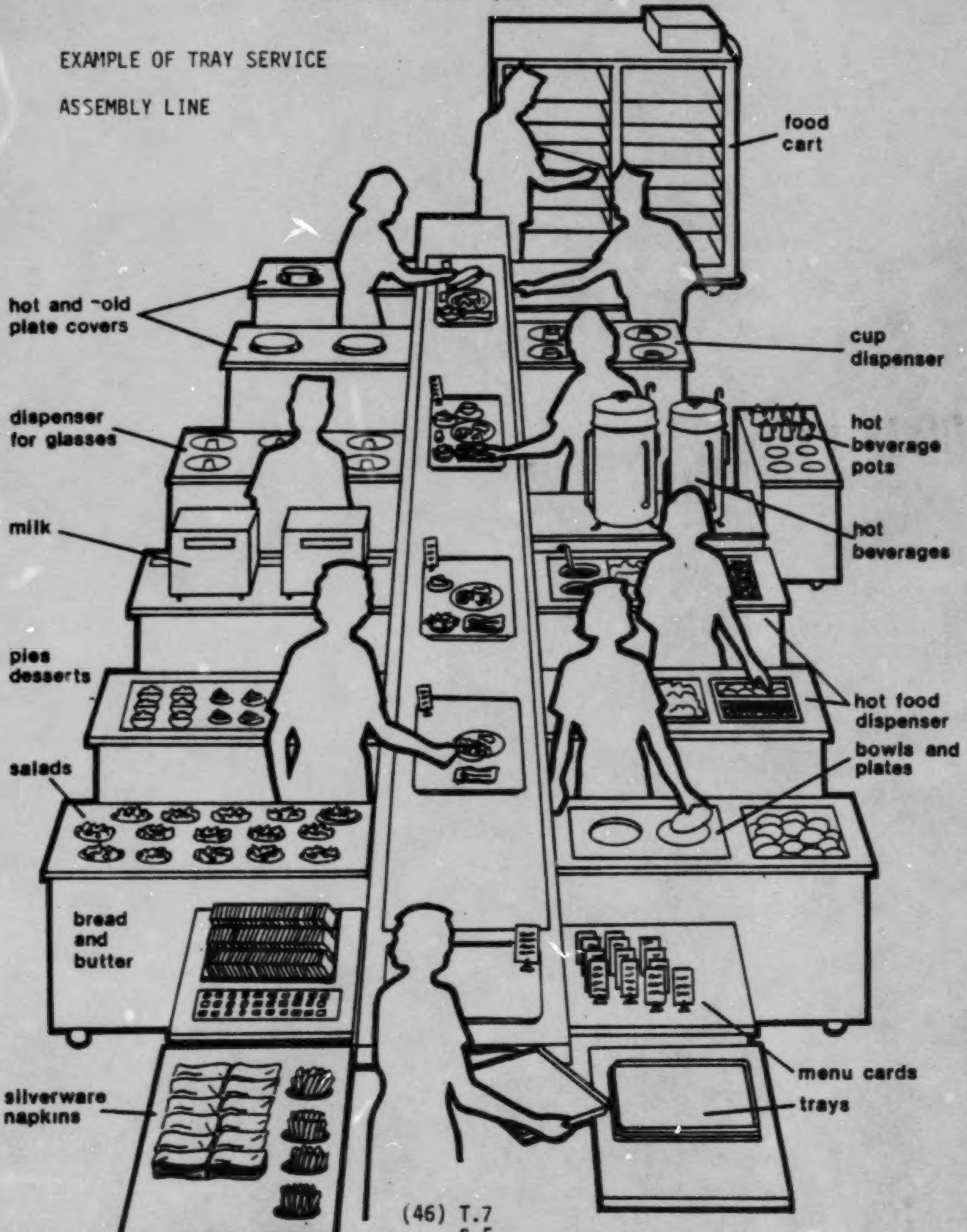
1. Check temperature in refrigeration unit or warmer.
2. Cooked foods are held at 165°F to 170°F to maintain 140°F during serving period.
3. Cold items are held at 45°F or below.
4. Shallow stainless steel pans or plastic containers with covers are suitable containers for storage.
5. Plastic storage containers are better suited for cold food storage, and stainless steel is ideal for hot food storage.

Setting Up Tray Service Assembly Line

1. Obtain layout for hot and cold foods and recommended temperatures from trayline supervisor.
2. Check temperature controls on steam tables and cold food storage areas on assembly line.
3. Cooked foods are held at 165°F - 170°F to maintain 140°F during serving period.
4. Cold items are held at 45°F or below.
5. Food items should be covered during storage or holding period.
6. Arrange supply tables with necessary flatware and napkins. Note: Ask trayline supervisor for supply sheet for needed items.
7. Roll dish lowerators from dishroom to designated place on assembly line. Plug cords into outlets so dishes will remain heated.
8. Place dishes for cold foods in refrigerator to chill.
9. Place hot foods in designated place on steam table or in food carts near assembly line.
10. Fill storage containers with ice from ice machine. Set containers in designated place on assembly line.
11. Place recommended cold foods on ice.
12. Set-up cold beverages, coffee and other hot beverages.

EXAMPLE OF TRAY SERVICE

ASSEMBLY LINE


food cart
hot and cold plate covers
cup dispenser
dispenser for glasses
hot beverage pots
milk
hot beverages
pies desserts
hot food dispenser
salads
bowls and plates
bread and butter
menu cards
silverware napkins
trays

(46) T.7
S.5

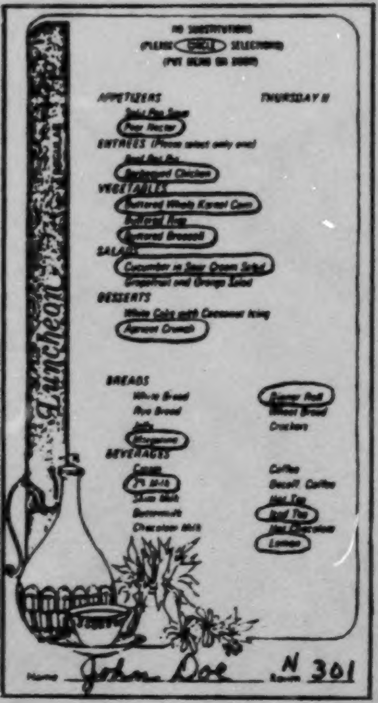
INFORMATION SHEET (Continued)

Preparing Menu Slips or Tray Cards

1. Each patient must have a menu slip for the specific diet ordered.
2. Each menu slip must have all necessary information recorded.
   a. The patient's name is listed at the top of menu slip.
   b. The room number is listed.
   c. The identification number and type of diet is listed.
   d. Menu items are listed or checked on menu card.
3. Menus and other information should be written clearly and each word should be spelled correctly.

SAMPLE MENU SLIP

***NOTE: When processing food trays it is essential that the menu card be followed accurately!



NO SUBSTITUTIONS
(PLEASE [✓ CIRCLE] SELECTIONS)
[illegible]

APPETIZERS THURSDAY II
Split Pea Soup
[✓ Pear Nectar]
ENTREES (Please select only one)
Beef Pot Pie
[✓ Barbecued Chicken]
VEGETABLES
[✓ Buttered Whole Kernel Corn]
Buttered Peas
[✓ Buttered Broccoli]
SALADS
[✓ Cucumber in Sour Cream Salad]
Grapefruit and Orange Salad
DESSERTS
White Cake with Coconut Icing
[✓ Apricot Crumb]

BREADS
White Bread
Rye Bread
Jelly
[✓ Margarine]
[✓ Dinner Roll]
Wheat Bread
Crackers

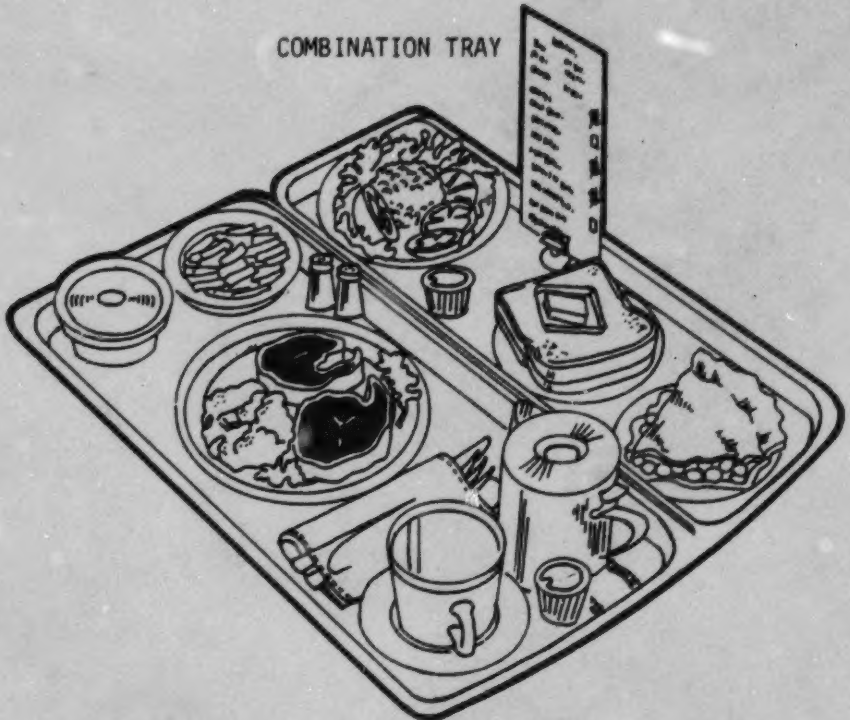
BEVERAGES
Cocoa
[✓ 2% Milk]
Skim Milk
Buttermilk
Chocolate Milk
Coffee
Decaf. Coffee
Hot Tea
[✓ Iced Tea]
Hot Chocolate
[✓ Lemon]

Name John Doe Room N 301

Placing Items on Trays for General and Modified Diets

1. Place tray cover neatly on tray. (May be placed on serving tray at end of line).
2. Read patient's tray card and follow it accurately when placing foods/ beverages on serving tray. Provide appointments for special occasions.
3. Place condiments on serving tray.
4. Place clean napkin on tray.
5. Place flatware on serving tray that is clean, free of dents or irregularities. Flatware is usually placed in a cellophane envelope or rolled in a napkin.
6. Place cup and saucer or beverage glass on tray.
7. Place all items in designated locations.
8. Portion food and beverages as directed using sanitary food handling procedures.
9. Food items should be placed on tray at correct temperature.
10. Food items should be placed on appropriate dinnerware.
11. Specification of diets must be followed accurately.
12. Cold foods should be placed on trays before hot foods.
13. Trays should be checked before distribution to ensure that all items are present and in designated area on serving tray.

COMBINATION TRAY



Placing Covered Trays in/on Conveyor or Cart and Transporting to Serving Area

1. Place tray cover on all trays.
2. Trays should be placed on cart or conveyor in order to ensure speed and accuracy during delivery to patients/clients/patrons.
3. Place trays on cart or conveyor to avoid spillage.
4. Adjust temperature controls on hot and cold carts. Load with correct number of trays.
5. Transport cart to serving area.
6. Carts should arrive at designated areas on time so food is at correct temperatures.
7. Neat tray appearance should be maintained with minimal spillage.
8. When handling carts, know where you are going and follow regulations at all times.

Serving Meal to Patients/Clients/Patrons

1. Act pleasant when you enter a patient's room.
2. Check patient's bed tag to be sure it corresponds with the name on the tray card.
3. Always call the patient's name when delivering the tray.
4. Help the patient with small services, such as adjusting the tray table or opening containers.
5. Comment positively about the meal.
6. Show a pleasant response to an upset patient.
7. Upon request, replenish drinking water supply for patient/client / patron .
8. Fill special dietary orders and between-meal nourishments/snacks according to house policy.
9. Heat previously prepared food items as needed.
10. Reheat all foods to a temperature of 165°F - 170°F and maintain at 140°F - 150°F during serving period.

Transporting Trays of Soiled Tableware to Dishroom

1. Collect patient trays and load on a cart or conveyor.
2. Soiled tableware is collected from the trays and returned to the dishroom.
3. Disposable items should be removed from the trays and put in designated receptables.
4. Dinnerware and glassware should be handled carefully to avoid breakage.
5. Load tableware in racks or according to house policy.

ACTIVITY #1

Directions: Given a blank sketch of a tray service assembly line, identify trayline stations in the order needed to fill patient/client/patron menu slips or tray cards. On another sheet of paper, outline ten points to be considered when arranging the serving area for tray service.

Note! Ask your instructor for a blank sketch of a tray service assembly line.

ACTIVITY #2

Directions: Ask your instructor for a sample menu slip to practice and demonstrate filling it out correctly.

ACTIVITY #3

Directions: Ask your instructor for equipment and necessary supplies to practice and demonstrate placing menu items on trays for general and modified diets. (May or may not include hot and cold foods themselves!)

ACTIVITY #4

Directions: Ask your instructor or a fellow classmate to role play a patient/client/patron. Practice and demonstrate proper procedure for serving a meal.

POST-TEST

Tray Service

I. In the blanks provided, write the letter of the word or phrase which best completes the statement.

_____ 1. A cart used to transport trays to the patient's room is a:
a. storage cart
b. dietetic cart
c. push cart
d. mobile cart

_____ 2. Portable units used to store dishes and warm them when needed are called:
a. bins
b. lowerators
c. storage trays
d. storage racks

_____ 3. A card on which the patient's name, room number and specific diet is written is a:
a. tray/menu card
b. dietary card
c. identification card
d. food card

_____ 4. Cooked foods are held at:
a. 150°-160°F
b. 165°-170°F
c. 135°-140°F
d. 175°-180°F

_____ 5. Cold foods are held at:
a. 25°F or below
b. 35°F or below
c. 50°F or below
d. 45°F or below

_____ 6. Cooked foods should maintain what temperature during the serving period:
a. 120°F
b. 130°F
c. 150°F
d. 140°F

_____ 7. Before serving a tray, always compare the bed tag and:
a. menu slip
b. study guide
c. identification card
d. dietary guide

_____ 8. A person who performs food service duties in an institutional setting is called a:
a. dietary waitress
b. nurse
c. nurse's aide
d. dietary aide

_____ 9. During the holding period, food items should:
a. not be covered
b. be covered
c. be covered if they are hot
d. be covered if they are cold

_____ 10. A specific location on the serving line where items are placed on tray(s) is a:
a. trayline bar
b. trayline table
c. trayline place
d. trayline station

POST-TEST (Continued)

II. Read the following statements carefully. If the statement is correct, write the word, "True" in the space provided. If the statement is incorrect, write the word, "False."

_____ 1. It is not necessary to prepare a separate menu slip for each patient.

_____ 2. The room number is the major identification information on a menu slip.

_____ 3. Each serving tray gets a separate set of condiments.

_____ 4. Hot foods are placed on the patient trays before the cold foods are placed.

_____ 5. You should call the patient by name when you serve his tray.

_____ 6. If a patient refuses his tray, scold them and remove the tray.

_____ 7. If a patient requests more water, tell them to wait until the nurse comes.

_____ 8. It is permissable to touch the food to see whether or not it is warm.

_____ 9. If a patient wants more food, give it to him.

_____ 10. It is the job of the nurse to adjust the bed height so that the patient can eat, not the job of the food server.

FINAL PERFORMANCE CHECK

FINAL CHECKOUT PERFORMANCE EVALUATION

Tray Service

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. Set-up serving lines.			
2. Prepare menu slips or tray cards.			
3. Place items on trays for general and modified diets. a. tray cover b. tray card and/or appointments c. condiments d. napkins e. flatware f. cup and saucer or beverage glass.			
4. Portion food and beverages.			
5. Transport tray to serving area.			
6. Serve meal to patient/client/patron.			
7. Return soiled tableware to dishroom.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

WORKSHEET & EVALUATION KEY

PRE-TEST

(1) False, (2) False, (3) False, (4) False, (5) True, (6) False, (7) False, (8) False, (9) True, (10) True

POST-TEST

I. (1) c, (2) b, (3) a, (4) b, (5) d, (6) d, (7) a, (8) d, (9) b, (10) d

II. (1) False, (2) False, (3) True, (4) False, (5) True, (6) False, (7) False, (8) False, (9) False, (10) False

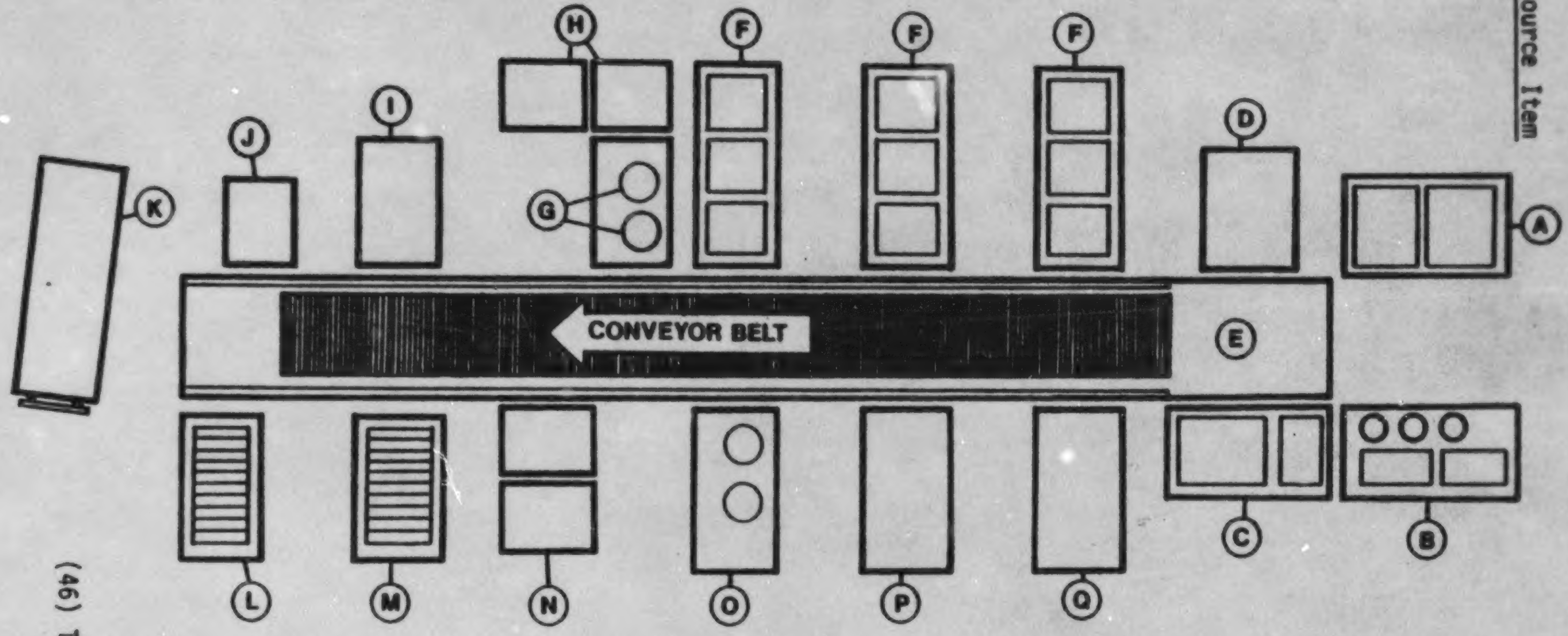
RESOURCE ITEM

See next page

Resource Item

TRAY SERVICE ASSEMBLY LINE

HOT FOOD PREPARATION AREA



(46) T.16

COLD FOOD PREPARATION AREA

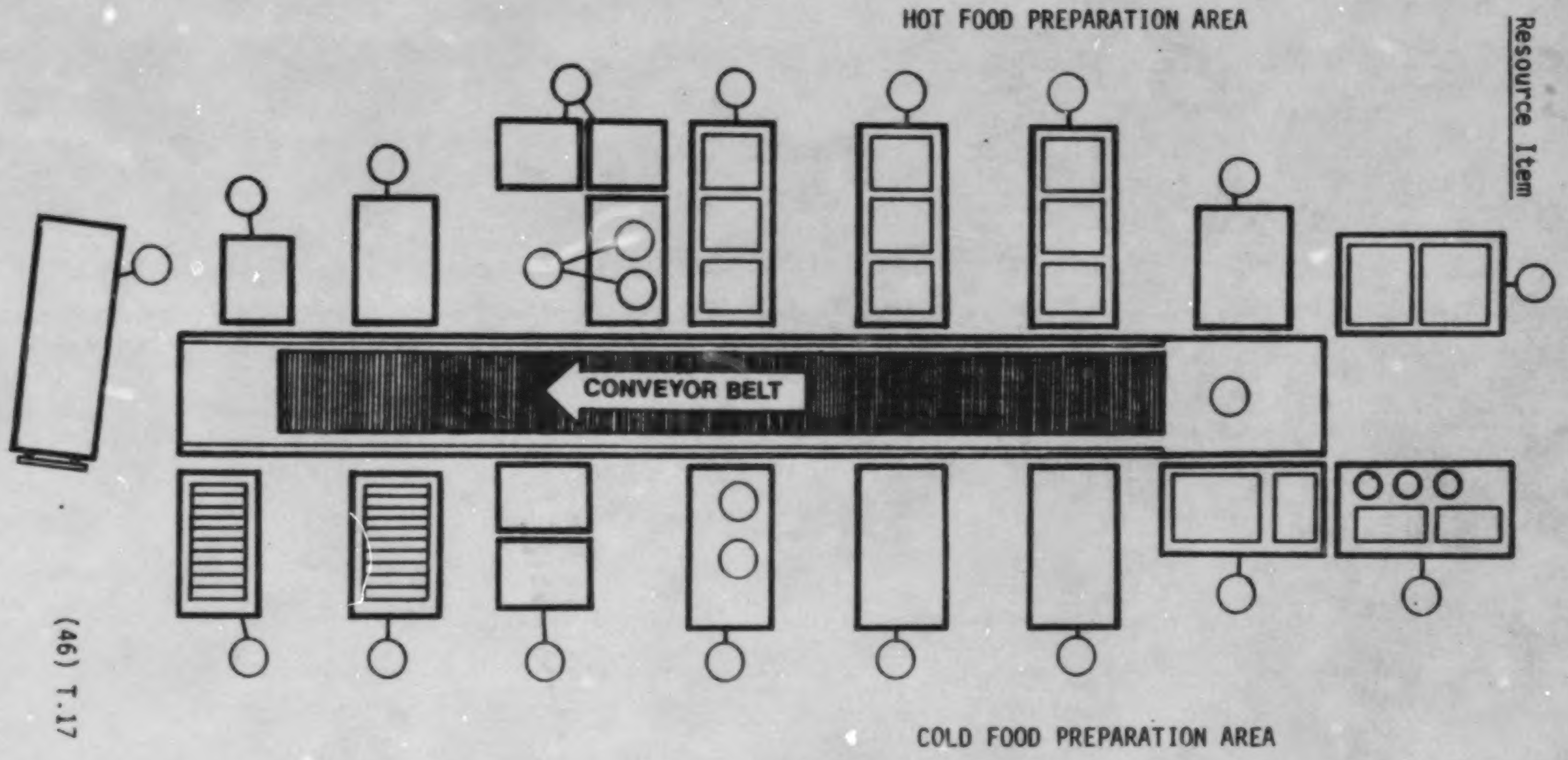
KEY

A. TRAY DISPENSER
B. CARRIER AND DISPENSER FOR SILVERWARE, NAPKINS
C. BREAD AND BUTTER DISPENSER
D. MOBILE TABLE FOR TRAY CARDS
E. STARTING PLATFORM FOR TRAYS
F. HOT FOOD UNITS, DISPENSERS FOR HOT FOODS AND HEATED DISHES
G. URNS FOR COFFEE AND HOT WATER
H. DISPENSER FOR HEATED POTS FOR COFFEE AND TEA
I. DISPENSER FOR CUPS AND SAUCERS
J. TABLE FOR SUPERVISORS
K. FOOD CART (BEING LOADED)
L. DISPENSER FOR COOLED FOOD COVERS
M. DISPENSER FOR HEATED FOOD COVERS
N. DISPENSER FOR GLASSES
O. DISPENSER FOR MILK
P. DISPENSER FOR PIES, DESSERTS
Q. DISPENSER FOR SALAD

Directions: Place the letters above in the appropriate circles.

Resource Item

TRAY SERVICE ASSEMBLY LINE



A. TRAY DISPENSER
B. CARRIER AND DISPENSER FOR SILVERWARE, NAPKINS
C. BREAD AND BUTTER DISPENSER
D. MOBILE TABLE FOR TRAY CARDS
E. STARTING PLATFORM FOR TRAYS
F. HOT FOOD UNITS, DISPENSERS FOR HOT FOODS AND HEATED DISHES
G. URNS FOR COFFEE AND HOT WATER
H. DISPENSER FOR HEATED POTS FOR COFFEE AND TEA
I. DISPENSER FOR CUPS AND SAUCERS
J. TABLE FOR SUPERVISORS
K. FOOD CART (BEING LOADED)
L. DISPENSER FOR COOLED FOOD COVERS
M. DISPENSER FOR HEATED FOOD COVERS
N. DISPENSER FOR GLASSES
O. DISPENSER FOR MILK
P. DISPENSER FOR PIES, DESSERTS
Q. DISPENSER FOR SALAD

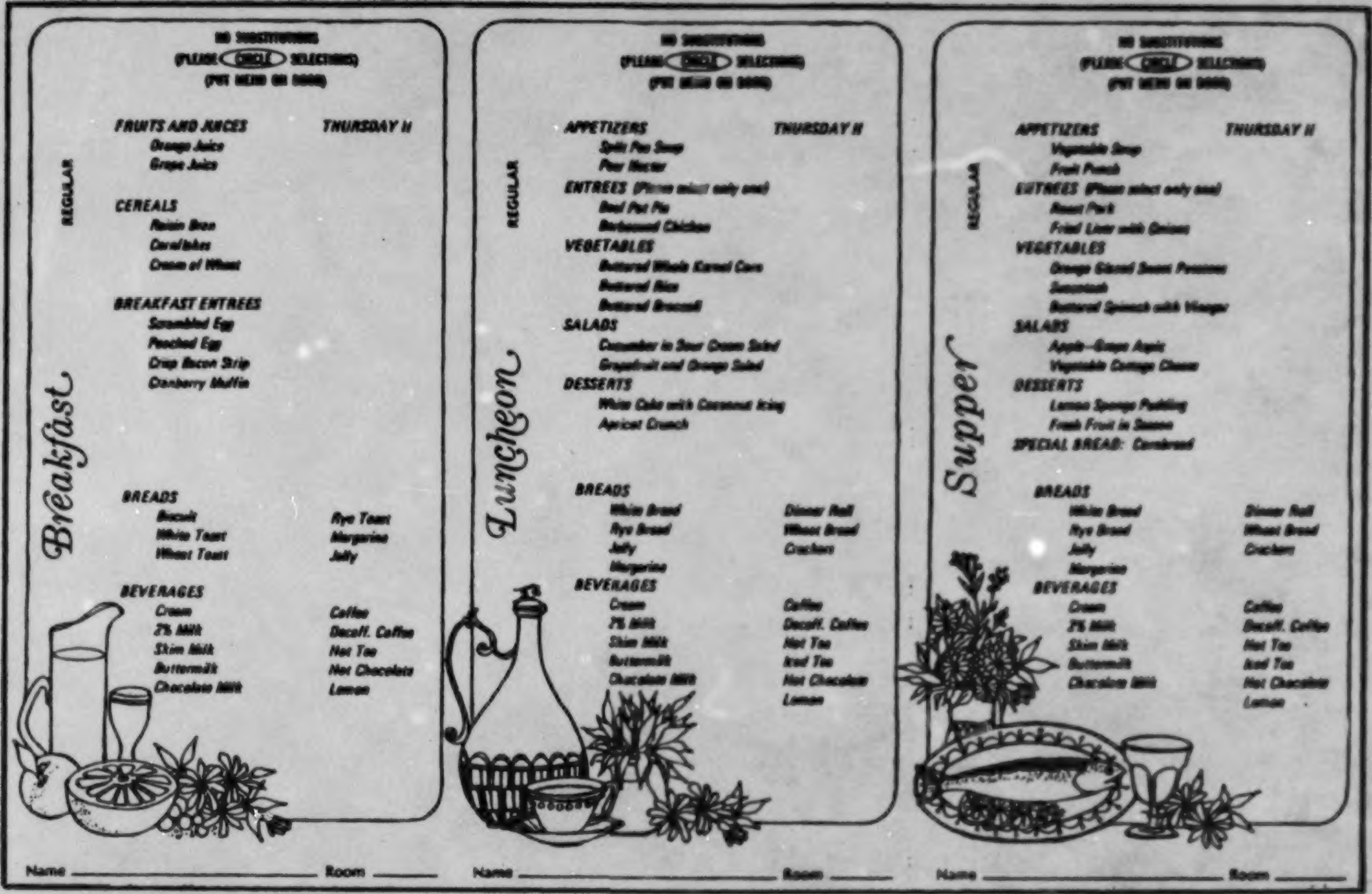
Directions: Place the letters above in the appropriate circles.

(46) T.17

SAMPLE DAILY MENU SLIP

RESOURCE ITEM

(46) T.18



NO SUBSTITUTIONS
(PLEASE CIRCLE SELECTIONS)
(PUT MENU ON DOOR)

REGULAR

Breakfast

FRUITS AND JUICES — **THURSDAY II**
- Orange Juice
- Grape Juice

CEREALS
- Raisin Bran
- Cornflakes
- Cream of Wheat

BREAKFAST ENTREES
- Scrambled Egg
- Poached Egg
- Crisp Bacon Strip
- Cranberry Muffin

BREADS
- Biscuit
- White Toast
- Wheat Toast
- Rye Toast
- Margarine
- Jelly

BEVERAGES
- Cream
- 2% Milk
- Skim Milk
- Buttermilk
- Chocolate Milk
- Coffee
- Decaff. Coffee
- Hot Tea
- Hot Chocolate
- Lemon

Name ______________________ Room ______

NO SUBSTITUTIONS
(PLEASE CIRCLE SELECTIONS)
(PUT MENU ON DOOR)

REGULAR

Luncheon

APPETIZERS — **THURSDAY II**
- Split Pea Soup
- Pear Nectar

ENTREES (Please select only one)
- Beef Pot Pie
- Barbecued Chicken

VEGETABLES
- Buttered Whole Kernel Corn
- Buttered Rice
- Buttered Broccoli

SALADS
- Cucumber in Sour Cream Salad
- Grapefruit and Orange Salad

DESSERTS
- White Cake with Coconut Icing
- Apricot Crunch

BREADS
- White Bread
- Rye Bread
- Jelly
- Margarine
- Dinner Roll
- Wheat Bread
- Crackers

BEVERAGES
- Cream
- 2% Milk
- Skim Milk
- Buttermilk
- Chocolate Milk
- Coffee
- Decaff. Coffee
- Hot Tea
- Iced Tea
- Hot Chocolate
- Lemon

Name ______________________ Room ______

NO SUBSTITUTIONS
(PLEASE CIRCLE SELECTIONS)
(PUT MENU ON DOOR)

REGULAR

Supper

APPETIZERS — **THURSDAY II**
- Vegetable Soup
- Fruit Punch

ENTREES (Please select only one)
- Roast Pork
- Fried Liver with Onions

VEGETABLES
- Orange Glazed Sweet Potatoes
- Succotash
- Buttered Spinach with Vinegar

SALADS
- Apple—Grape Aspic
- Vegetable Cottage Cheese

DESSERTS
- Lemon Sponge Pudding
- Fresh Fruit in Season

SPECIAL BREAD: Cornbread

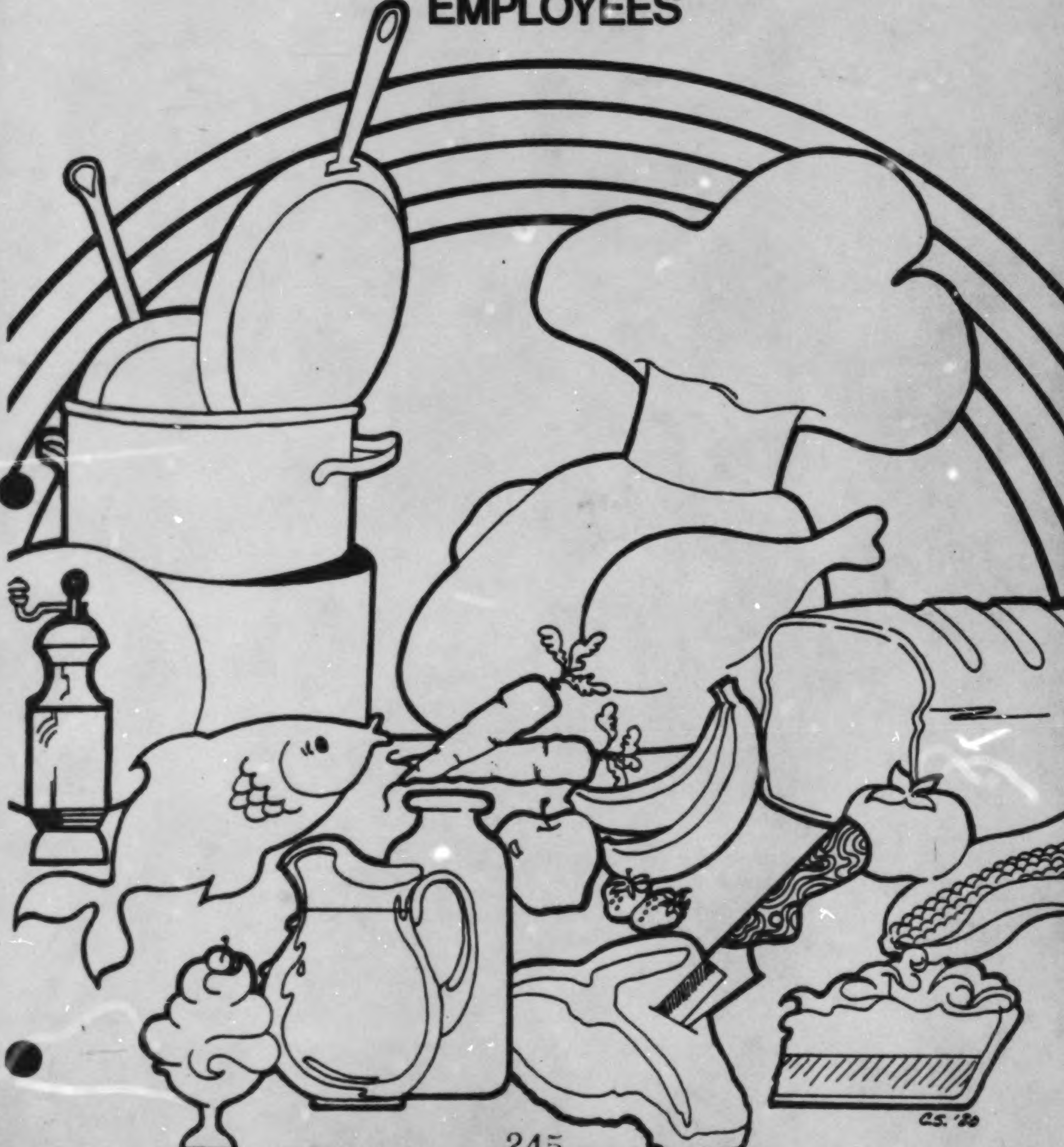
BREADS
- White Bread
- Rye Bread
- Jelly
- Margarine
- Dinner Roll
- Wheat Bread
- Crackers

BEVERAGES
- Cream
- 2% Milk
- Skim Milk
- Buttermilk
- Chocolate Milk
- Coffee
- Decaff. Coffee
- Hot Tea
- Iced Tea
- Hot Chocolate
- Lemon

Name ______________________ Room ______

Food Service Worker

MODULE 47: TRAIN & MOTIVATE EMPLOYEES



TRAIN & MOTIVATE EMPLOYEES

Competence Area: H. Management

Competency Statement: 1.00 Train and Motivate Employees

			Level
Tasks:	.01	Inform employees of house policies and procedures	Advanced
	.02	Settle employee disputes	Advanced
	.03	Advise employees on guest/patient complaints and behavior	Advanced

Specific Student Performances

1. Given house policy areas common in food service, the student will develop a general policy manual for the classroom laboratory operation. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.

2. Given a role play situation, the student will maintain self-control and demonstrate five rules for handling guest/employee complaints and behavior. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-46

LEARNING HIERARCHY

Specific Student Performance

1. Given house policy areas common in food service, the student will develop a general policy manual for the classroom laboratory operation. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.

2. Given a role play situation, the student will maintain self-control and demonstrate five rules for handling guest/employee complaints and behavior. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objective

Demonstrates the rules for developing a house policy manual for employees.

Enabling Objectives

Identifies areas commonly requiring policies.

States the rules for informing employees of house policies and procedures.

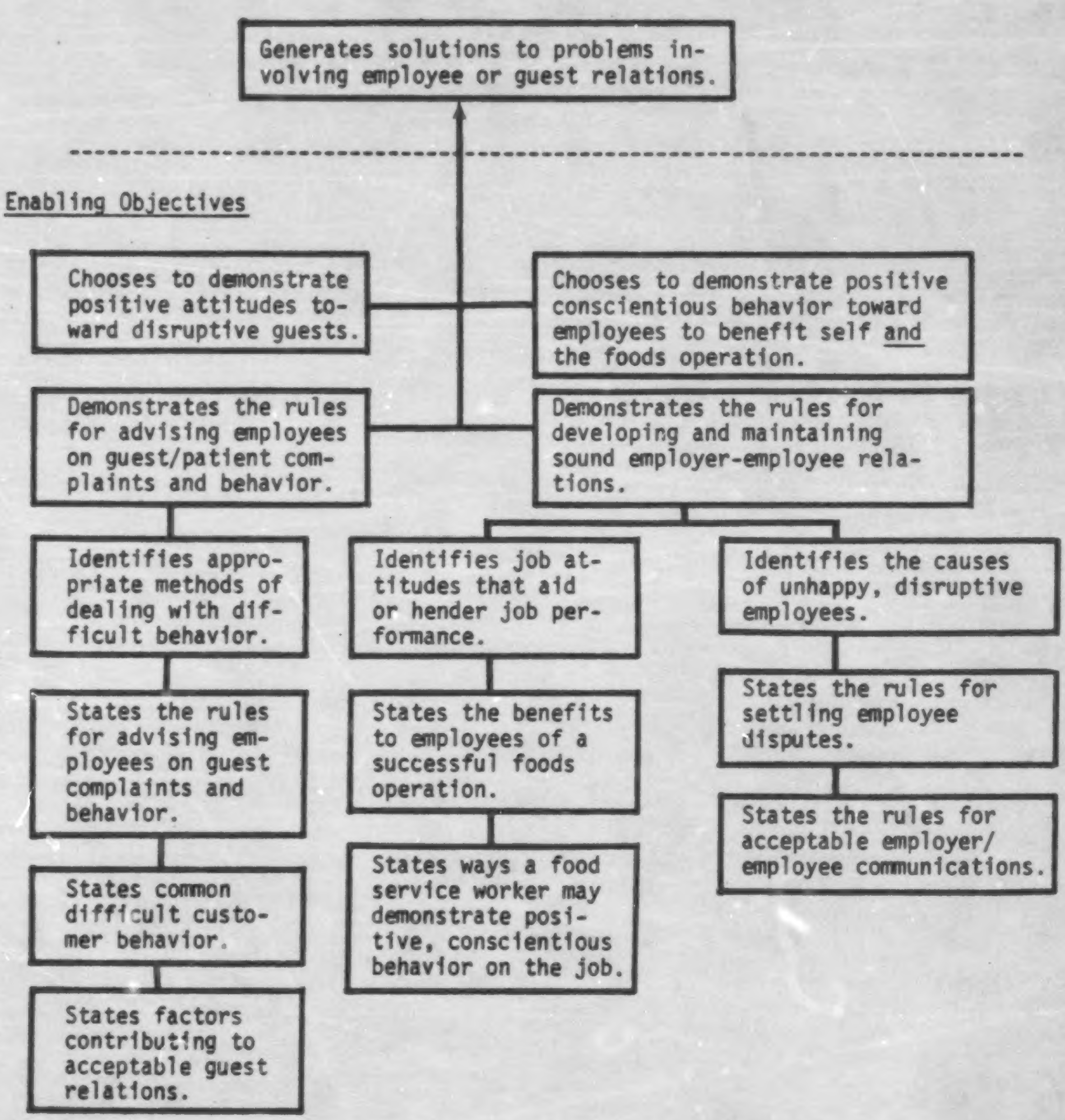
States house policies common to food service operations.

States the purpose of house policies and procedures.

States the definition of house policy.

States the definition of policy.

LEARNING HIERARCHY (Continued)



Performance Objective

Generates solutions to problems involving employee or guest relations.

Enabling Objectives

Chooses to demonstrate positive attitudes toward disruptive guests.

Chooses to demonstrate positive conscientious behavior toward employees to benefit self and the foods operation.

Demonstrates the rules for advising employees on guest/patient complaints and behavior.

Demonstrates the rules for developing and maintaining sound employer-employee relations.

Identifies appropriate methods of dealing with difficult behavior.

States the rules for advising employees on guest complaints and behavior.

States common difficult customer behavior.

States factors contributing to acceptable guest relations.

Identifies job attitudes that aid or hender job performance.

States the benefits to employees of a successful foods operation.

States ways a food service worker may demonstrate positive, conscientious behavior on the job.

Identifies the causes of unhappy, disruptive employees.

States the rules for settling employee disputes.

States the rules for acceptable employer/employee communications.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Complete activity #1.
7. Read and study information sheet #2.
8. Complete worksheet #2. Consumable
9. Read and study information sheet #3.
10. Complete activity #2.
11. Request post-test from instructor - complete.
12. Turn completed work in to instructor.
13. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Direct each student to complete pre-test, optional.
2. Go over objectives and vocabulary words with the group.
3. Discuss information sheets #1-3.
4. Direct each student to complete worksheets #1-3.
5. Direct each student to complete activities #1 and #2.
6. Direct each student to complete post-test. Collect and evaluate.
7. Direct students, when ready, to request the final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

- a. Your Attitude is Showing by Chapman, 1972 edition.
- b. Being A Food Service Worker, 1976 edition.
- c. How To Supervise People, McGraw-Hill Company.

II. Audio-Visual Aids

Films - The Pride of a Champion
(From General Mills Inc.)
- Awareness: Insight Into People
(From J.C. Penney, Inc.)

PROCESS SHEET (Continued)

III. Activities

1. Working in groups, identify and discuss, five trying situations in which you would most likely lose your self-control.
2. Have management from a local food service operation come and discuss policies in their operation.
3. Borrow policy manuals from several operations. Compare policies and discuss the reasons for such policies.
4. Have students look up as many definitions of attitude, awareness, positive and negative as they can find. Compare definitions and their application to food service.
5. Talk to management and obtain their ideas and feelings on job awareness and a positive attitude.

CONSUMABLE

PRE-TEST

Train and Motivate Employees

I. Read each statement below carefully. If it is a common policy among food service establishments, write "yes". If it is not a common policy, write "no".

_____ 1. Employees are seldom allowed to use the business telephone for private calls.
_____ 2. Food service operations generally accept a personal check for the amount of the bill.
_____ 3. When an accident occurs, administer first aid and call for the manager.
_____ 4. Guest comfort comes first in food service operations.
_____ 5. The earlier a food service worker can clock in, the better.
_____ 6. Smoking is allowed in food service areas.
_____ 7. Having packages checked upon leaving the employment area is a security policy.
_____ 8. Waitresses are encouraged to compare tips with other waitresses so they will know how they are doing.
_____ 9. The guest is always right.
_____ 10. It is the responsibility of each food serivce worker to keep his own station clean.

II. If your position required you to deal with employee relationships, which of the following comments would indicate a potential problem. Beside each of the following employee comments, indicate whether it is a positive or negative attitude or behavior by writing "positive" or "negative" in the blanks provided.

_____________ a. "My job is exciting and rewarding."
_____________ b. "Policies are made for administrators."
_____________ c. "I'm never paid what I'm worth."
_____________ d. "Most of the people I work with are ok. They don't bother me, and I don't bother them."
_____________ e. "The policies in this company always consider the employees."
_____________ f. "I work with conscientious, honest people."
_____________ g. "I don't know why he always picks on me."
_____________ h. "The other employees never do their share of work around here."

III. Circle the letter beside the following reason(s) that describe why an employee should maintain a positive attitude towards work.

a. To be able to perform well on the job.
b. To be able to be excused from work more often.
c. To be able to change company policies.
d. To be able to promote sound employer-employee relations.
e. To be able to keep the job.
f. To be able to start an "Employee Union."
g. To be able to take longer breaks from work.

PRE - TEST

STUDENT GUIDE SHEET

*Directions: To Student

Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performances to your instructor. If you feel you are able to perform these without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Complete activity #1.
5. Read and study information sheet #2.
6. Complete worksheet #2.
7. Read and study information sheet #3.
8. Complete activity #2.
9. Complete worksheet #3.
10. Request post-test from instructor - complete.
11. Turn completed work in to instructor.
12. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further learning experiences may need to be planned.

VOCABULARY

1. Attitude - A manner of acting, feeling, or thinking, that shows one's disposition, opinion, etc.

2. Awareness - Knowing or realizing; conscious of; informed.

3. Motivate - Through impulse, emotion, or desire to move one to action.

4. Policies - Wise, prudent rules of conduct designed by an operation to govern personnel.

5. Self-control - Being able to retain one's emotions and actions under stressful conditions.

#1 INFORMATION SHEET

For a food service operation to function smoothly, there must be specific rules and policies which create understanding between the operation and the employee. This is usually done in the form of a company or house policy manual. A house policy manual acts as a guide to create an understanding of the company, its ideals and standards.

Policies are included in a policy manual, which is an invaluable tool for clarifying internal procedures and saving management hours of answering questions about company policy. Management should define exactly what policies and procedures are to be. Policy manuals state employer-employee rights and help each to know what is expected.

A policy manual should also include clear-cut instructions as to actions in case of customer and employee emergency. If an employee is well-instructed in how to handle a crisis, he can forestall confusion, prevent liability suits, and conceivably save a life.

Policies Common To Food Service Operations:

1. Public Relations - Remember the guest is always right. Any complaint by a guest should be brought to the attention of the management immediately.

2. Public Liability and Insurance - DO NOT become involved with a customer yourself,in case of an accident. NOTIFY THE MANAGEMENT AT ONCE. Explicit instructions should be given concerning guest injury and what the employee should and should not do such as, fill out an accident form. The same applies to an employee injury.

3. Personal Checks - Cashing checks in food service establishments is no longer encouraged. If one is to be cashed, it is usually for the amount of the bill only. Proper identification must be shown and recorded when cashing any checks. Some restaurants now have a NO CHECK CASHING policy and require cash for purchases. In this event, the public should be so instructed by signs etc. before making a selection.

4. Telephone - Be courteous when you answer the phone. Get the number and name to call back if you do not know the correct information. Employees are seldom allowed to use the house phone for personal business. Only in the event of emergencies are they to receive personal calls.

INFORMATION SHEET #1 (Continued)

5. Refusal of Service - Never refuse service to anyone without consulting the management first. If an employee must refuse service after consulting management, he must remember to be polite as other guests will be watching.

6. Tips and Salaries - Do not discuss salaries or tips with guests or other employees.

7. Guest Comfort - Everyone's responsibility.

8. Spillage - Call the management and restore the condition of the guest, both emotionally and physically. If the manager is not there, take the person's name, address, and phone number. Always advise the guest to send the cleaning bill to the restaurant. Give the person's name and and explanation of the situation to the management.

9. Operations - States purpose of the operation in giving the customer what he deserves for his money. However, it is your responsibility to conserve at all times and not be wasteful. The part you throw out from carelessness might well have been your raise in salary.

10. Smoking - Public health laws do not permit smoking in any areas close to food production and service. Smoke only in designated areas.

11. Security - The back door should be kept locked at all times. Employees are to enter and leave by the front door only. The management reserves the right to inspect all packages carried in or out by employees.

12. Termination - Employees have a right to know under what conditions they might be terminated (fired). These should be clearly listed in the policy manual.

13. Arrival and Departure - Employees may be on the premises ten minutes prior to their scheduled starting time but not more than thirty minutes before or after their scheduled shift.

14. Information concerning state disability insurance, workman's compensation and unemployment compensation is given within the policy manual.

15. Health and Life Insurance - Should tell if there is an Insurance Benefit Program for employees and how it works.

CONSUMABLE

WORKSHEET #1

I. Define house policy.

II. List 4 things a house policy manual policy can do to develop and maintain good employer-employee relationships.

1.

2.

3.

4.

III. List 10 house policies common to food service establishments.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

ACTIVITY #1

Directions: Make a list of 10-20 house policies common to your classroom service operation and develop a small policy manual to distribute to new students (as an introduction to the class).

#2 INFORMATION SHEET

Understanding Employees

A free exchange of information, ideas, attitudes, and feelings between employees and management is the first step in valuable communications between them. It lays the ground work for handling effectively any kind of employee problem that might develop. Unless the manager embraces a basic philosophy of the equality of human beings, including the rights of dignity, self-respect and self-expression, invariably, he will unconsciously and habitually close or restrain communication lines. It is very important that these lines be kept open for continuance of acceptable employee relations.

POSITIVE ATTITUDE

Common Faults Of Management In Handling Employees

1. Trying to appeal to the logic of a person - It is far more important to appeal to the subconscious mind, as it is the seat of our emotions, feelings, motivations and attitudes. Not many products are sold from logic, but by appealing to the subconscious mind of the prospective buyer. It is important that management help a person feel pride about his job instead of trying to reason him into it.

2. When an employee comes and asks advise, the management preaches him a sermon. What the employee is really saying is, "Listen, I need to talk."

3. When management just listens to the actual words said by the employee and does not attempt to understand why he is saying and doing what he does. Taking the time to think about why a person is doing or saying something promotes understanding.

4. The attitude of management that when he listens with genuine concern to his employees he is somehow or other bringing himself down to their level and not meeting up to his management responsibilities.

5. Becoming emotionally involved. The employee needs management to see things unemotionally so he can help him.

Causes For Employee Dissatisfaction On The Job

1. Mis-employment - Failure of management to match the employee to the job. Employee does not have either the capacity or the interest for the job.

2. Inadequate and ineffective supervision - When there is not enough useful, exemplary supervision; workers flounder, lack direction and purpose and become indifferent and dissatisfied.

3. Wage Inequities - The productive worker who stays on the job should know what his pay is, why it is what it is and that it is fair and equal. The major source of wage dissatisfaction stems from inequities - the failure to provide equal pay for equal work. The worker who feels he is not equitably paid becomes dissatisfied. The worker must know that his pay is directed toward his productivity.

4. Petty Irritants - Day to day things that irritate and cause frustration. Taking the time to talk out these problems can help.

High Employee Morale and Behavior

-Equates with employee production
-Involves human relations
-Promotes security and job satisfaction
-Parallels the need to be acknowledged as a part of the operation, to "belong."
-Fulfills economic, social, and psychological needs.

Conscientious Food Service Workers

-Control cost
-Respect equipment
-Practice safety and sanitation
-Standardize
-Organize

They also realize promoting the business enhances self-accomplishment. Better jobs and high wages always seem to parallel productive employee attitudes and behavior.

CONSUMABLE

WORKSHEET #2

Directions: In each of the columns below are remarks made by an employee about his job and the people he works with. In the blank spaces under each column write "positive", "indifferent" or "negative" to indicate the employee's attitude. Explain how these attitudes could influence the worker's job performance.

EMPLOYEE "A"	EMPLOYEE "B"	EMPLOYEE "C"
1. "My job is exciting and rewarding."	1. My job is alright I guess. It's not the best , and it's not the worst."	1. "My job is dull and boring."
2. "Working is fun! I love it.	2. "Working is usually fun."	2. "There's nothing fun about work"
3. "My supervisor is a great person."	3. "My boss is usually understanding."	3. "My supervisor thinks he's better than everyone else."
4. "The policies in our business always consider the welfare of employees."	4. "Most policies are good but there are some I don't like so well."	4. "Policies are made for management so they can discourage the employees."
5. "I work with kind and wonderful people."	5. "I like most of the people I work with. They're not really friends but they're ok."	5. "I work with a lot of dull people who think they know everything."

Employee's Attitude is:	Employee's Attitude is:	Employee's Attitude is:
________________	________________	________________
How could this attitude influence job performance?	How could this attitude influence job performance?	How could this attitude influence job performance?
1.	1.	1.
2.	2.	2.
3.	3.	3.

#3 INFORMATION SHEET

When food service workers come in contact with fellow employees or guests it is very important that they display a positive attitude. This will keep the management happy; and therefore, promote the success of the food service operation.

Ways to demonstrate positive, conscientious behavior with fellow employees and guests

1. Develop and maintain a sound working relationship with all personnel.
2. Display proper etiquette with fellow workers and guests.
3. Use proper manners of speech and tone of voice.
4. Exhibit acceptable employee appearance.
5. Show a pleasant response when customers are upset.
6. Show genuine interest in customer/clients.

Interest

Employees' interest in customer problems is indicated by:
- -questions he asks to find out what the customer wants.
- -the manner in which he listens when the customer is talking.
- -being open-minded.
- -having the general attitude of helpfulness when around customers.

Courtesy

Employees should accompany interest in customers' problems with politeness of action. This courtesy means avoiding:
- -loud talking in the kitchen, dining area, and corridors
- -whistling and singing
- -banging or dropping equipment and/or dinnerware and
- -any other behavior that may disturb fellow employees or guests.

When customers are upset

Stop yourself before blurting out an angry, untactful and unkind remark. Often, a guest may upset you to the point of anger. Don't give in to the temptation to retaliate. Realize instead that a thoughtless act can harm both you and the business. If you believe that a guest is being overly demanding or that certain individuals are particularly unkind and unjustified in their treatment of you, report this to the management.

Difficult Customer Behavior

It is much more difficult to meet the needs of customers when they demonstrate behavior and attitudes which are not pleasing. Listed below are some of the behaviors and attitudes one might expect from customers:

1. Complaining about food and service without justification.
2. Making unreasonable demands.
3. Feeling that all businesses are greedy, unfair, and selfish.
4. Desiring to get something for nothing.
5. Not knowing what they want.
6. Having difficulty making decisions.
7. Having their minds made up and refusing to accept any other equal alternative.
8. Voicing their opinions in loud, boisterous voices.

Ways to Handle Difficult Customers

1. Remain calm no matter what.
2. Show an interest in and concern for the customer; always listen intently when he speaks.
3. Be courteous to the customers at all times.
4. Maintain a positive attitude and the belief that the "customer is king."
5. Go out of your way to make the customer feel important and special.
6. Ask questions. Try to obtain as much information as you can in order to better satisfy the customer's needs.
7. Maintain self-control at all times; never argue with a customer or try to prove that you are right and he is wrong.

INFORMATION SHEET #3 (Continued)

Ways To Maintain Self Control

1. See and understand the situation objectively.
2. Consider the feelings of others.
3. Remain calm, collected and self-confident.
4. Keep a positive attitude.
5. Try to understand others as well as yourself.

ACTIVITY #2

Directions: Ask a fellow student or your instructor to role play difficult customer behavior. Demonstrate the rules for handling such behavior, displaying self-control and courtesy to the guest(s). Your instructor will evaluate your performance.

WORKSHEET #3

Directions: Read the case studies below involving difficult situations between a guest and employee. Assuming the role of host/hostess, who must become involved in order to hopefully resolve the situation in a positive manner, write out a course of action for each case study.
NOTE! If possible, include action that will prevent any repetition of the problem.

1. You notice that a usually pleasant and efficient waiter has reacted negatively to a guest complaint that a serving of meat is not hot. The guest appears to be upset upon hearing the waiter say that the meat couldn't be cold because it was "steaming" when he (the waiter) served it from the kitchen. The waiter has just left the table.

2. Mr. Jones is a regular customer. His waitress has just accidentally spilled a bowl of soup at his table. Some of the spill has soiled his jacket. The waitress immediately cleans up the spill and apologizes. Mr. Jones accepts the apology, but you notice that he is upset that his jacket has been soiled.

POST-TEST

Train and Motivate Employees

I. Assume you have taken a position as manager in a new food service operation. You need to establish certain house rules and policies. Write an appropriate policy statement for each of the following areas:

1. Use of the telephone for personal calls.
2. Cashing of personal checks for customers.
3. Customer complaints.
4. Smoking by employees.
5. Tardiness for work schedules.

II. Read the following statements. If it is a behavior that employees _should_ have when working with difficult customers, write "yes"; if it is _not_, write "no".

_____ 1. Try to understand the complaint.
_____ 2. Explain the probable cause of the incident to the customer.
_____ 3. Tell the customer that he is wrong.
_____ 4. Argue with the customer until he is convinced that he is wrong.
_____ 5. Don't give in when you are right.
_____ 6. Call the manager if the customer persists.
_____ 7. Apologize.
_____ 8. Blame what went wrong on someone else.
_____ 9. The customer is always right.
_____10. A smile disarms many potential complainers.

III. In your new position, you want to begin employee/employer relationships on the right path to having a positive attitude with co-workers and management. What are five things that you would do to help promote good communication?

1.

2.

3.

4.

5.

FINAL CHECKOUT PERFORMANCE EVALUATION

Train and Motivate Employees

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. Develop a house policy manual for the classroom laboratory operation with:			
a. Clearly stated policy statements			
b. Employee-employer rights stated			
c. Employee-employer expectations stated			
2. Demonstrate the following rules for handling guest/employee complaints and behavior.			
a. Maintain self-control at all times.			
b. Show genuine interest and concern for the customer/employee.			
c. Be tactful and courteous at all times.			
d. Maintain a positive attitude.			
e. Maintain an objective viewpoint and ask questions to obtain information.			

FINAL PERFORMANCE CHECK ✓✓✓

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

WORKSHEET & EVALUATION KEY

PRE-TEST

I. (1) yes, (2) no, (3) no, (4) yes, (5) no, (6) no, (7) yes, (8) no, (9) yes, (10) yes

II. (a) positive, (b) negative, (c) negative, (d) positive, (e) positive (f) positive, (g) negative, (h) negative

III. a, c, d, e

WORKSHEET #1

I. Wise, prudent rules of conduct designed by an operation to govern personnel.

II. (1) clarify internal procedures
(2) save management hours
(3) state employer-employee rights
(4) define policies and procedures

III. Answers will vary, see information sheet #1.

WORKSHEET #2

Employee A - Positive Attitude
(1) more cooperation possible
(2) we do better if we like what we do
(3) employee will follow policies if he believes in them

Employee B - Indifferent Attitude
(1) limited cooperation
(2) no satisfaction gained
(3) will no follow company policies.

Employee C - Negative Attitude
(1) no cooperation can be expected
(2) will produce little
(3) will no follow company policies

WORKSHEET #3

Answers will vary, see information sheet #3

POST-TEST

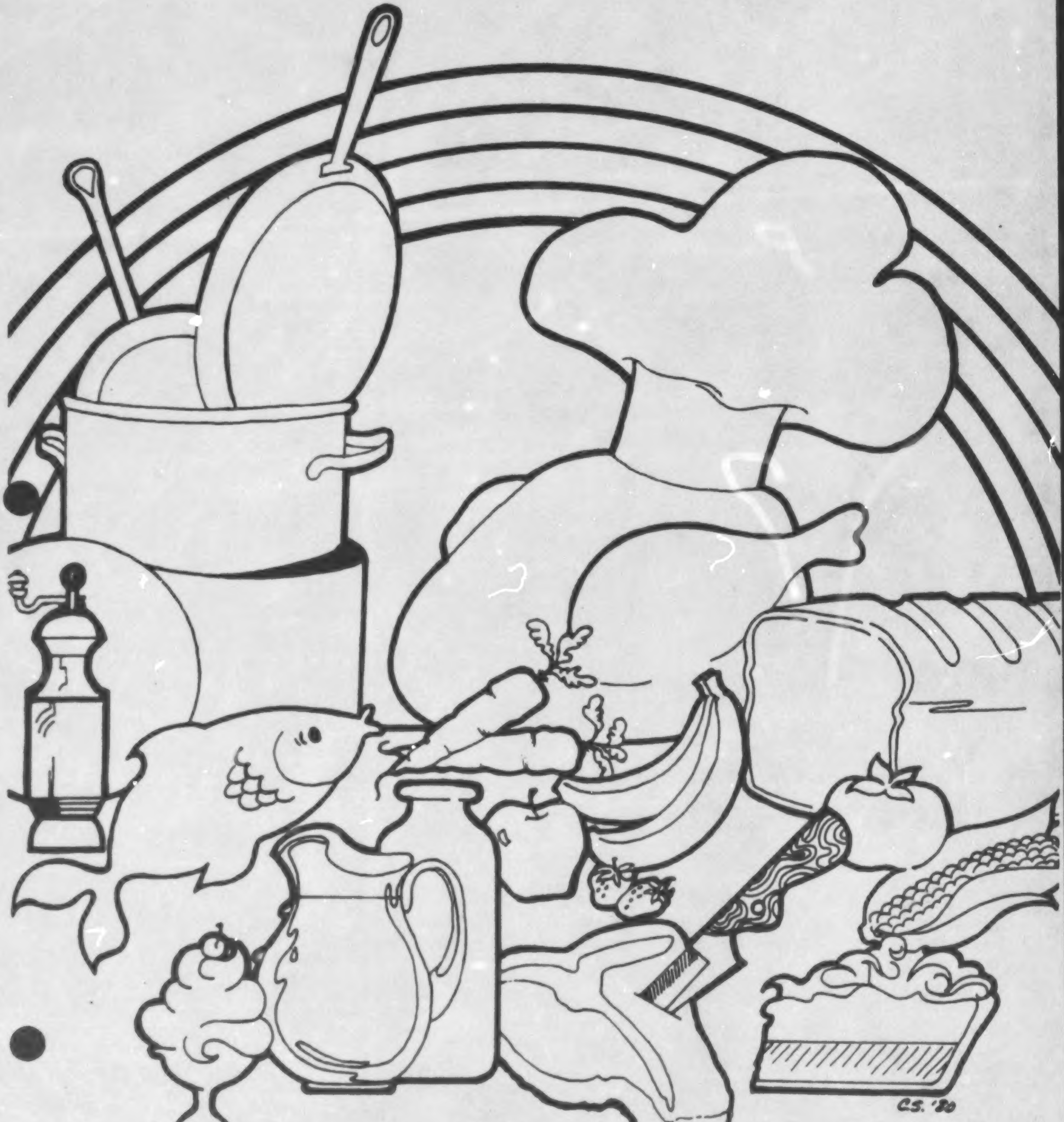
I. Answers will vary, check individually.

II. (1) yes, (2) no, (3) no, (4) no, (5) no, (6) yes, (7) yes, (8) no, (9) yes, (10) yes

III. Answers will vary, see information sheets.

Food Service Worker

MODULE 48: FINANCES OF OPERATION



FINANCES OF OPERATION

Competence Area: H. Management

Competency Statement: 2.00 Plan Finances of the Operation

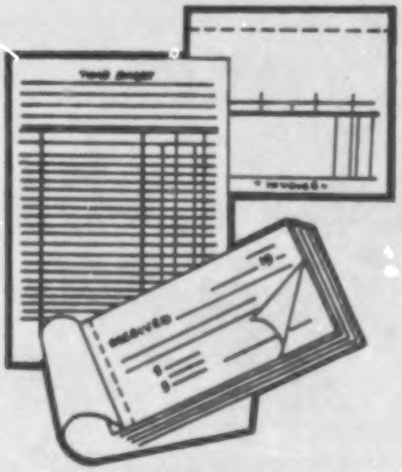
		Level
Tasks: .01	Prepare cost control records	Advanced

- a. time cards - wages and pay
- b. daily receipts - guest check and cash record
- c. invoices, inventory sheets and purchase orders
- d. financial reports

Specific Student Performance

Given six common cost control records (time card/sheet, guest check, cash record, invoice, inventory sheet and purchase order) the student will complete all six accurately and legibly. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.

Prerequisites: Modules #1-47



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LEARNING HIERARCHY

Specific Student Performance

Given six common cost control records (time card/sheet, guest check, cash record, invoice, inventory sheet and purchase order) the student will complete all six accurately and legibly. Performance will be rated by a checklist. All applicable items must receive a rating of acceptable.

Performance Objective

Demonstrates the rules for preparing cost control records.

Enabling Objectives

Identifies types and uses of cost control records in food service.

States purposes for accurate, legible record keeping in a food service operation.

States examples and uses of common cost control records.

States the definition of cost control record.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Read and study information sheets #2 and #3.
7. Complete worksheet #2. Consumable.
8. Complete activity #1. Consumable.
9. Request post-test from instructor - complete. Consumable.
10. Turn completed work in to instructor.
11. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Go over objectives and pre-test with the group to introduce the concept.
2. Discuss vocabulary words and give the group a chance to define.
3. Discuss reasons for keeping records.
4. Show pictures of time clocks and explain their use. Show student samples of time cards. Students should fill out time and then compute it for 1 week.
5. Make transparencies of forms given in module. Note information common to each and demonstrate how to fill out the forms.
6. Direct each student to complete the post-test. Collect and evaluate.
7. Have students, when ready, to request the final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

   a. Food Service Careers, 1979 edition.
   b. Exploring Careers In Hospitality and Food Service, McKnight Company.

II. Audio-Visual Aids

   Films (16 mm) - It's Everybody's Business
   (From Greater Enterprise Dept., P.O. Box 1628
   San Antonio, TX)

PROCESS SHEET (Continued)

- Jackson's Tree
  (From General Mills Inc., General Mills Film
  Center, P.O. Box 1113, Minneapolis, MN 55440)

III. Activities

1. Locate a time clock in a food service operation and ask the manager or assistant manager to see the time cards and how time is computed.
2. Make a bulletin board showing how records should be kept: neat, accurate and up-to-date.
3. Discuss with the manager of a local food service operation what types of records he is required to keep and why.
4. Visit a local office supply and observe record systems they have to see which could be used in your food service operation.
5. Discuss with your local salesman (wholesale): (1) invoices and how they are computed, (2) how supplies are loaded, (3) refusing an order and how it is indicated on the invoice (4) who signs invoices, (5) length of time one has to pay invoice, (6) which copies you keep, (7) how items are grouped on invoice and why.
6. Let students help check in the next food supply order.
7. Take an old invoice and identify items according to quantities size and weight. Locate iems in the kitchen.
8. Have students speak to different businesses about the types of forms they use and collect examples of each. Have students then compare information common to each form.

CONSUMABLE

PRE-TEST

Plan Finances of Operation

I. Read each statement below. If the statement is correct, write "T" in the blanks provided. If incorrect, write "F".

_____ 1. Attendance and tardy records of employees are not worth keeping past the pay period.

_____ 2. Worth of the business and how it is progressing can be obtained by studying the P & L Statement.

_____ 3. Total sales for the day is computed from purchase orders.

_____ 4. Records of food taken from the counter is found on the invoice.

_____ 5. Who waited on a certain table is found on the guest check.

_____ 6. Cashier shortage or overage for the day is computed on the cash record.

_____ 7. Expenses of the operation for a given period of time is found on the inventory sheet.

_____ 8. Total bills outstanding (not paid) at a given time is found on the balance sheet.

_____ 9. Correction in sales and who made it is found on the time card.

_____10. Merchandise received from a given company on a given date is found on the invoice.

II. Read the description of each cost control record given below very carefully. After reading, decide which cost control record has been described and place your answer in the blank following each description. (invoice, balance sheet or P & L Statement).

a. 1. tells net profit before taxes
   2. sales - cost of goods sold = gross profit
   3. gives a record of what is taken in and what is paid out

   Answer: ________________________________

PRE-TEST (Continued)

b. 1. gives a description of items ordered
   2. has pre-portion cost on many items
   3. gives unit price and price extension
   4. gives quantity of item ordered

Answer: ______________________________

c. 1. lists current assets and current liabilities
   2. shows the current worth of the business

Answer: ______________________________

III. Using the time card on the left below, answer the problems on the right. Write your answers in the blank following each question. You may use the extra space provided to compute your answers. Please show your work.

TIME CARD

Name ______________ **Dept.**________
Emp. no. _________
Signature

Fri	**In**	8:05	
	Out	4:10	
Sat	**In**		
	Out		
Sun	**In**		
	Out		
Mon	**In**	8:05	
	Out	4:04	
Tues	**In**	8:03	
	Out	4:05	
Wed	**In**	7:05	
	Out	4:05	
Thur	**In**	8:05	
	Out	4:30	
	Total		

a. Compute total time John has worked this week:

____

b. Calculate gross pay at $3.35 per hour:

____

STUDENT GUIDE SHEET

*Directions: To Student — Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Read and study information sheet #2.
5. Complete worksheet #2.
6. Complete activity #1.
7. Request post-test from instructor - complete.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Accounts Payable - All expense bills and invoices of goods owed by the business to outside firms, usually due in thirty days.

2. Asset - Something owned by the business
   Kinds: Tangible - building, equipment
   Intangible - good will
   Current - those assets which will be used during a period of time, for example food.
   Fixed - those assets which will not be used up, for example equipment and land.

3. Balance Sheet - An organized, classified list of assets, liabilities and ownership interest, showing the worth of the business.

4. Cash Report (daily) - Includes cash on hand - currency in paper and coin, personal checks, travelers checks, money orders, bank drafts.

VOCABULARY (Continued)

5. Depreciation - An expense charged each month for wear and tear of fixtures, equipment and building (if it is owned).

6. Disbursement Voucher or Paid Outs - A form describing why and how much money was removed from the cash register.

7. Food Inventory - Food on hand in storerooms, refrigerators, counters, pantries and the kitchen.

8. Food Purchases - Food bought less any discounts, returns or allowances.

9. Forecast - The act in food service of establishing how many people will be served on a given day, what they will eat, and how much food will be prepared for a given meal.

10. Gross Pay - Income before taxes and insurance benefits are deducted.

11. Gross Profit - Deduction of cost of goods sold from the sale of goods.

12. Installment Accounts or Notes Payable - Unpaid portion of contracts on things bought on the installment plan.

13. Invoice - A record, received with delivery of purchases, of all items purchased from an outside company or vendor.

14. Liabilities - A bill, expense against the assets of the operation.

15. Net Profit - Total income after expenses are deducted.

16 Operating Expenses - All money spent to keep the business going (wages, rent, etc.)

17. Owner's New Worth - Owner's permanent investment in the business plus net profits and minus net losses.

18. Profit and Loss Statement - This summary, commonly called P & L shows expenses in dollars and cents; what is taken in and what is paid out from one date to another. This may be computed monthly, quarterly, semiannually or annually.

19. Sales - Meals served, food sold to take out or any other income.

20. Void Record - Means of voiding or cancelling sales so records will balance.

#1 INFORMATION SHEET

Accurate, legible records are one key to the success of a food service operation. Some operations fail while other grow and make money. As a manager, you will be making decisions which will determine success or failure. You must be familiar with cost control records so your business will not have to hang out the "out of business" sign.

Cost control records are found in many forms. The design of the form may vary, but all well-designed forms provide a standard way to transmit information. Cost control records should provide information in a short, legible form.

PURCHASE ORDER

Purposes For Record Keeping

1. To transmit information.
2. To determine if funds have been used for purpose intended.
3. Indicate how well the food service establishment is operating.
4. To be used to forecast or in menu planning.
5. To record who was served (how many), who paid (how much), who owes and who you owe.
6. To supply managers with figures to calculate net profit/loss (net worth).
7. To identify vendors and total expenses, expenditures of the operation.
8. As a check and balance of the intake and output of business.
9. To balance employee experience with tasks to be completed.
10. To aid in purchasing.
11. To check and balance inventory figures.
12. To provide records which tell when prices go up and down.
13. To provide records that show the comparison of prices with vendors.

WAGES AND PAY

*NOTE! Employers are required by law to keep wage and records for each employee.

Ways one may be paid in food service: hourly, salary, tips, hourly wage plus tips

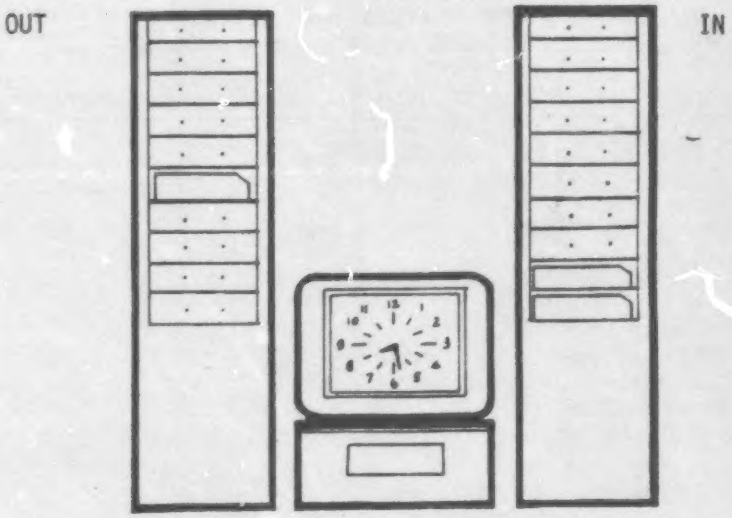
INFORMATION SHEET #1 (Continued)

Methods of recording time:

1. Punch time clock
2. Sign in and out cards or sheets

The punch time clock:

(Card is placed in clock to record time in or out)



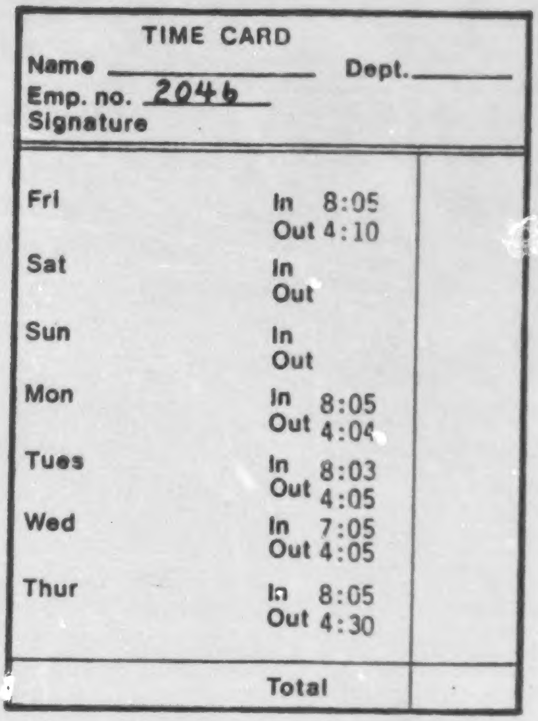
Cards found on left when employee is out.

Cards found on right when employee is on the job.

The time card or sheet:

NOTE! Each employee has a designated number on his time card to ensure accurate record keeping. (See next page)

INFORMATION SHEET #1 (Continued)



TIME CARD

Name ________ Dept. ________

Emp. no. 2046

Signature

Fri	In 8:05 Out 4:10	
Sat	In Out	
Sun	In Out	
Mon	In 8:05 Out 4:04	
Tues	In 8:03 Out 4:05	
Wed	In 7:05 Out 4:05	
Thur	In 8:05 Out 4:30	
	Total	

Computing time worked for the day and daily pay

Forty hours is considered the standard work week. One must by law be paid overtime (1½ x regular hourly wage) for hours worked over 40. This is called time and a half. Holidays pay double time (2 x regular hourly wage).

Straight Time	Time and an Half	Double Time
$3	$3 + $1.50	$3 + $3
Regular hourly wage	Pay per hour after 40 hours per week	Holidays

Weekly Rate

Multiply the hourly rate by the number of hours worked
Hourly rate $3.00 - worked 40 hours

$3.00 X 40 hours = $120.00 gross pay

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CONSUMABLE

WORKSHEET #1

I. Name the ways one may be paid in food service.

1.　　　　　　　　3.
2.　　　　　　　　4.

II. Time is usually recorded in one of two ways:

1.
2.

III. Calculate the overtime rate (time and a half) on the following hourly rates:

a. $3.00 ____________
b. $3.40 ____________
c. $5.00 ____________
d. $6.00 ____________

VI. Calculate gross wages/pay for the following employees:

1. Williams 40 hours at $3.00 ________________

2. McCloud 40 hours at $3.00 (regular)
+ 4 hours at time and a half ________________

3. Bennett 40 hours at $3.00 (regular)
6 hours at time and a half ________________

4. Danner 40 hours at $3.00 (regular)
+ 8 hours at double time ________________

5. Smith 40 hours at $3.00 (regular)
+ 4 hours at double time ________________

V. David worked 40 hours a week at $3.00 per hour. Calculate his:

1. Weekly earnings ______________
2. Monthly earnings (assuming 4 weeks) ________________
3. Yearly earnings (52 weeks) ______________

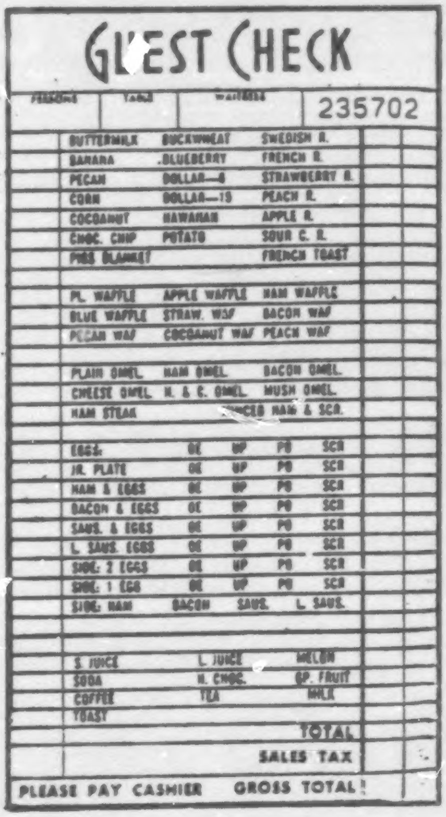
#2 **INFORMATION SHEET**

Daily Receipts

A guest check is a record of what the customer has eaten. The guest check is different for each restaurant. Some are preprinted. The pre-printed form is used where there are a set number of food items offered. It is a simple matter to check off each item on such a guest check: this saves time and errors. An example of a pre-printed guest check is shown below. Similar checks are in used at many fast-food establishments.

On the simple form below, also notice the check is numbered. This is useful for record-keeping to show how many tickets are used and to spot a ticket that is lost.

Prepared by the waitress/waiter, the guest check, giving the following information:



GUEST CHECK

PERSONS	TABLE	WAITRESS	235702
BUTTERMILK	BUCKWHEAT	SWEDISH R.	
BANANA	.BLUEBERRY	FRENCH R.	
PECAN	DOLLAR—6	STRAWBERRY R.	
CORN	DOLLAR—15	PEACH R.	
COCOANUT	HAWAIIAN	APPLE R.	
CHOC. CHIP	POTATO	SOUR C. R.	
PIGS BLANKET		FRENCH TOAST	
PL. WAFFLE	APPLE WAFFLE	HAM WAFFLE	
BLUE WAFFLE	STRAW. WAF	BACON WAF	
PECAN WAF	COCOANUT WAF	PEACH WAF	
PLAIN OMEL.	HAM OMEL.	BACON OMEL.	
CHEESE OMEL.	H. & C. OMEL.	MUSH OMEL.	
HAM STEAK		MINCED HAM & SCR.	
EGGS:	OE UP	PO	SCR
JR. PLATE	OE UP	PO	SCR
HAM & EGGS	OE UP	PO	SCR
BACON & EGGS	OE UP	PO	SCR
SAUS. & EGGS	OE UP	PO	SCR
L. SAUS. EGGS	OE UP	PO	SCR
SIDE: 2 EGGS	OE UP	PO	SCR
SIDE: 1 EGG	OE UP	PO	SCR
SIDE: HAM	BACON	SAUS.	L. SAUS.
S. JUICE	L. JUICE	MELON	
SODA	H. CHOC.	GP. FRUIT	
COFFEE	TEA	MILK	
TOAST			
			TOTAL
			SALES TAX
PLEASE PAY CASHIER			GROSS TOTAL

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S.8

INFORMATION SHEET #2 (Continued)

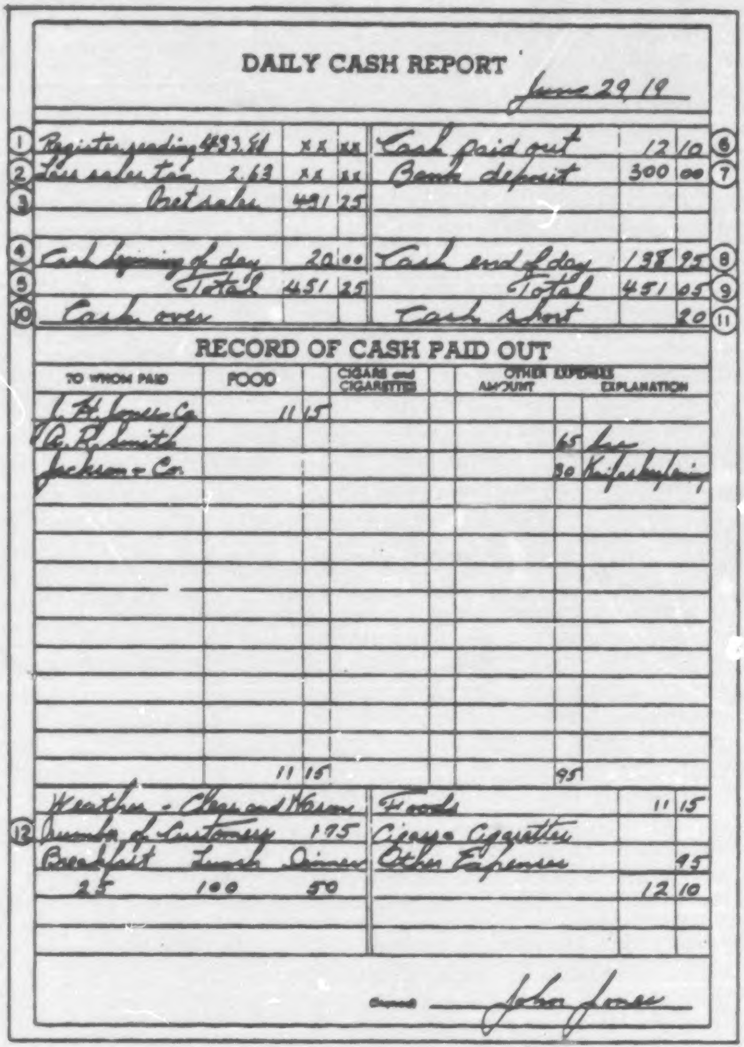
The cash register keeps a record of the cash received and paid out during the day. A register report is then filled out. It records all the money placed into the register in the morning. At the end of the day a total is made of the amount of money in the register. Below you will find an example of a Daily Cash Report and Cash Paid Out.

If the Daily Cash Report shows there is more actual cash than there should be, the register is said to be over. The cashier probably did not pay out enough money in making change.

If the report shows there is less actual cash in the register than on the tape, the register is said to be short. Again an error has been made: not enough money was taken in, or too much was paid out.

Overages

Shortages



DAILY CASH REPORT

June 29 19

①	Register reading 493.88	xx	xx	Cash paid out	12	10 ⑥
②	Less sales tax 2.63	xx	xx	Bank deposit	300	00 ⑦
③	Net sales	491	25			
④	Cash beginning of day	20	00	Cash end of day	138	95 ⑧
⑤	Total	451	25	Total	451	05 ⑨
⑩	Cash over			Cash short		20 ⑪

RECORD OF CASH PAID OUT

TO WHOM PAID	FOOD		CIGARS and CIGARETTES		OTHER EXPENSES AMOUNT		EXPLANATION
J. H. Jones Co.	11	15					
A. R. Smith						65	Ice
Jackson & Co.						30	Knife sharpening
	11	15				95	

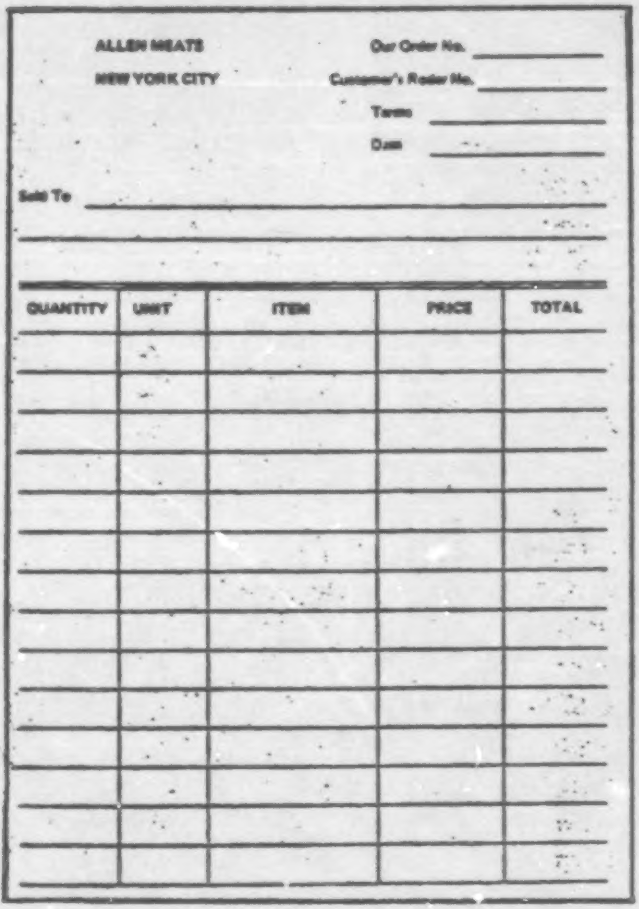
Weather - Clear and Warm	Foods	11	15
⑫ Number of Customers 175	Cigars & Cigarettes		
Breakfast Lunch Dinner	Other Expenses		95
25 100 50		12	10

Signed John Jones

INFORMATION SHEET #2 (Continued)

Invoices

An invoice is a record sent by the seller/vendor to the buyer, stating items purchased. It is used to check items received against items ordered. All food specifications, price quotations, and math should be checked for accuracy before the incoming items are accepted or rejected. Items accepted should be posted on inventory; rejected items on credit memorandum. A daily receiving report may be filled out to verify item deliveries. The following is an example of an invoice:



ALLEN MEATS
NEW YORK CITY

Our Order No. ____________
Customer's Order No. ____________
Terms ____________
Date ____________

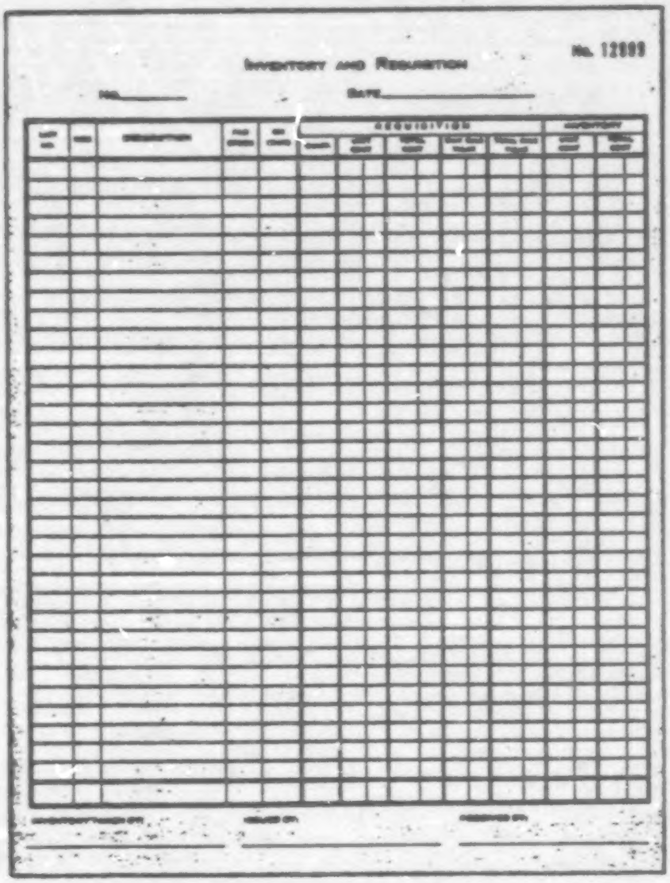
Sold To ______________________________

QUANTITY	UNIT	ITEM	PRICE	TOTAL

INFORMATION SHEET #2 (Continued)

Inventory Sheets

These forms keep a "running" record of items on hand (in the storeroom) and items in present use (in the kitchen). Items received are posted on these sheets and added to previous stores of each item listed. As items leave the storeroom, they are subtracted from inventory to keep the records balanced. (The difference between perpetual and physical inventory may be found in Module #51: Food/Beverage Cost Control). The following is an example of a blank inventory sheet:

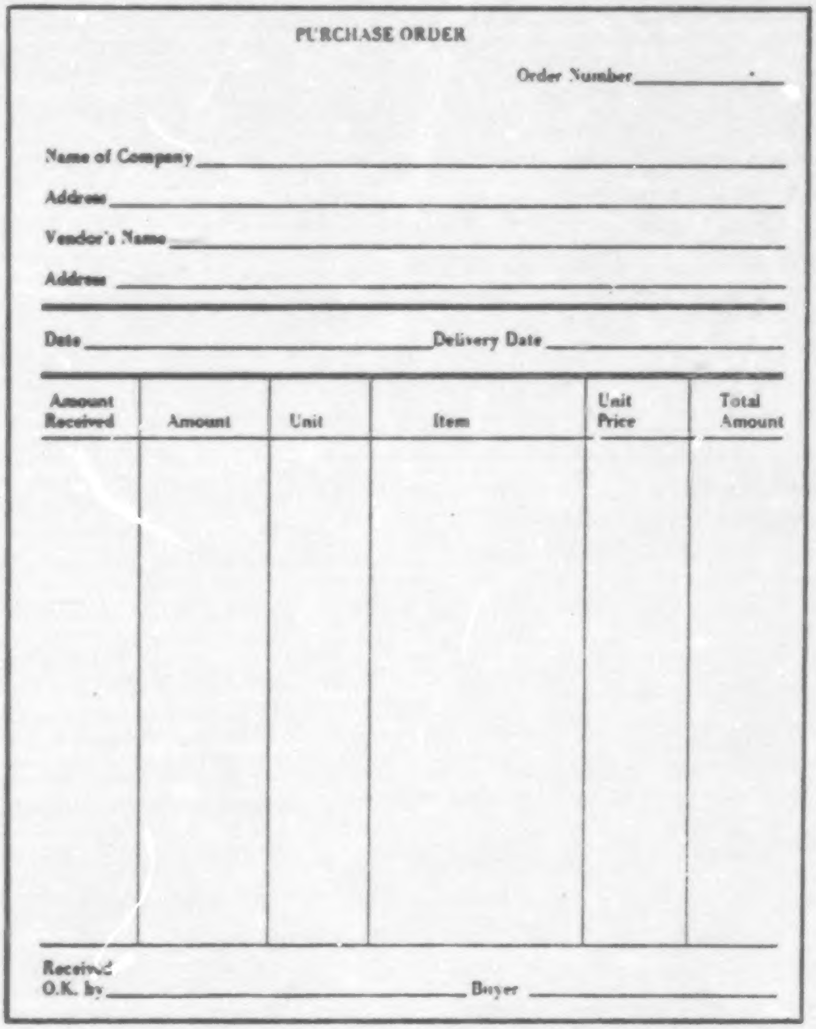


INVENTORY AND REQUISITION

INFORMATION SHEET #2 (Continued)

Purchase Order

This financial form is a record of all food/beverage and/or supplies ordered by telephone or mail. It is not a permanent record; yet, it is very important for accurate bookkeeping. The purchase order along with an invoice, is used to check incoming food or supply items to make certain what was ordered is received. The following is an example of a blank purchase order:



PURCHASE ORDER

Order Number ____________

Name of Company ______________________________
Address ______________________________
Vendor's Name ______________________________
Address ______________________________

Date ____________________ Delivery Date ____________________

Amount Received	Amount	Unit	Item	Unit Price	Total Amount

Received O.K. by ____________________ Buyer ____________________

#3 **INFORMATION SHEET**

Financial Reports

The balance sheet is a form which outlines the financial condition of the business. It shows the difference between assets (both current and fixed) and liabilities to define net worth (see vocabulary for definition of terms).

The balance sheet captures the business's status at any one point in time. It offers many helpful financial figures to direct management of sales, personnel, etc. for future profit.

The profit and loss statement also provides management with information on financial position. Usually completed on a monthly basis, this form shows differences in food/labor costs and sales. A more detailed report than the balance sheet, the profit and loss statement shows relationships among inside-the-business departments. It compares sales from purchases and inventory to operating expenses to determine net income (profit) or loss. It also presents percentage figures for total sales and expenses.

See the following pages for examples of both financial reports: the balance sheet and the P & L statement.

PASS ON TO THE NEXT PAGE!

EXAMPLE OF A BALANCE SHEET

Balance Sheet

December 31, 19-

CURRENT ASSETS		
Cash	$ 9,000	
Food inventory	1,500	
Other (Deposits with Public Utilities)	250	
Total Current Assets		$ 10,750
FIXED ASSETS		
Large equipment	$ 25,000	
Dining room fixtures	15,000	
Small kitchen equipment	2,000	
China, glass, silver, linens	2,500	
Miscellaneous	2,000	
Total Fixed Assets		$ 46,500
Total Assets		$ 57,250
CURRENT LIABILITIES		
Accounts payable	$ 6,000	
Installment accounts	$ 11,000	
Total Liabilities		$ 17,000
NET WORTH		$ 40,250

EXAMPLE OF A P AND L STATEMENT

MONTHLY PROFIT AND LOSS STATEMENT

Date: September 30, 19—

			% of SALES
Sales		$ 20,000	100
Inventory-beginning of month	$ 2,000		
Food purchases for month	$ 8,500		
Total	$10,500		
Less final inventory	$ 1,500		
		$ 9,000	45
Gross Income		$ 11,000	55
Operating Expenses			
Salaries and Wages	$ 6,000		30
Rent	1,400		7
Laundry	200		1
Paper and cleaning supplies	200		1
Utilities	600		3
Replacements, repairs, and maintenance	400		2
Depreciation	400		2
Advertising	100		0.5
Taxes & Insurance	400		2
Miscellaneous	300		1.5
Total Expenses:		$ 10,000	50
Net Income (Profit)		1,000	5

(48) T.20
S.15

CONSUMABLE

WORKSHEET #2

Directions: Match the uses in Column A with the correct financial form in Column B. Write your answers in the blanks provided. NOTE! Forms in Column B may be used more than once.

Column A

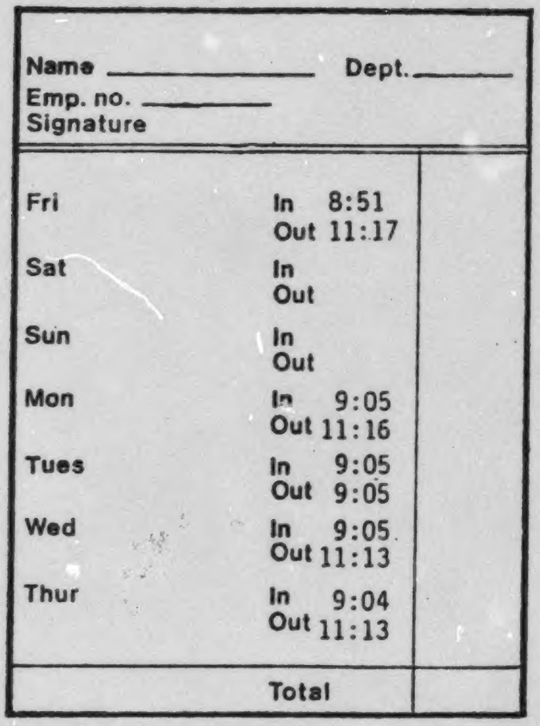
_____ 1. Shows shortages and overages of cash.
_____ 2. A "running" record of items on hand and in use.
_____ 3. A record of what the customer has eaten.
_____ 4. A record sent by the vendor to a buyer.
_____ 5. Used along with an invoice to check-in items.
_____ 6. A detailed statement of business gain or loss.
_____ 7. Used to clock or write time in and out.
_____ 8. May be preprinted if menu items are set.
_____ 9. Keeps storeroom records balanced.
_____10. Record of cash received and paid out in a day.
_____11. Compares the cash register tape reading to actual cash on hand.
_____12. A record showing hours worked by employees.
_____13. A record stating items ordered by phone or mail.
_____14. A record stating items purchased.
_____15. A comparison of business assets and liabilities.

Column B

a. Invoice
b. P & L statement
c. Purchase order
d. Time card
e. Balance sheet
f. Inventory sheets
g. Cash report
h. Guest check

ACTIVITY #1

Directions: Identify and fill in the following forms. Turn completed work into your instructor for evaluation.



Name ______________ Dept. ________
Emp. no. ________
Signature

Fri	In Out	8:51 11:17	
Sat	In Out		
Sun	In Out		
Mon	In Out	9:05 11:16	
Tues	In Out	9:05 9:05	
Wed	In Out	9:05 11:13	
Thur	In Out	9:04 11:13	
	Total		

A. Type of form: ______________

Employee #: 267
Pay period ending: 5-15
Name: Betty Smith

*NOTE! Total hours for week.

ACTIVITY #1 (Continued)

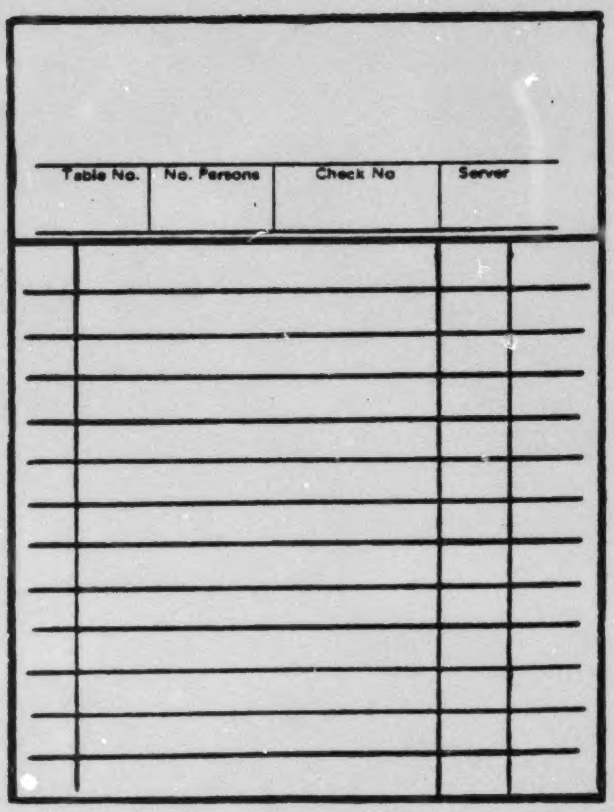


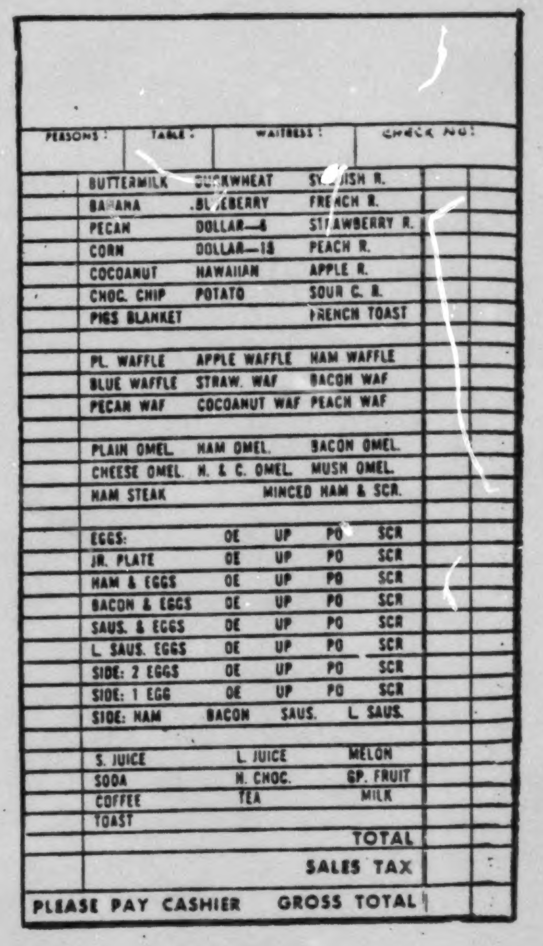
Table No.	No. Persons	Check No	Server

B. Type of form: ______________
Name of business: Food Basket
Table #: 3
Check #: 147
Number persons in party: 1
Waiter: Robb
Order: 1 spaghetti @ $1.45
1 garlic bread @ .75¢
1 iced tea @ .35¢

*NOTE! Total check with tax.

C. Type of form: ______________
Name of business: Pancake House
Table #: 10
Check #: 2382
Number of persons in party: 1
Waitress: Jane
Order: 2 plain waffles @ $1.00
1 ham and egg scrambled @ $1.35
1 small orange juice @ .35¢
1 coffee @ .20¢

NOTE! Total check with tax.



PERSONS:	TABLE:	WAITRESS:	CHECK NO:

	BUTTERMILK BUCKWHEAT SWEDISH R.		
	BANANA .BLUEBERRY FRENCH R.		
	PECAN DOLLAR—6 STRAWBERRY R.		
	CORN DOLLAR—15 PEACH R.		
	COCOANUT HAWAIIAN APPLE R.		
	CHOC. CHIP POTATO SOUR C. R.		
	PIGS BLANKET FRENCH TOAST		
	PL. WAFFLE APPLE WAFFLE HAM WAFFLE		
	BLUE WAFFLE STRAW. WAF BACON WAF		
	PECAN WAF COCOANUT WAF PEACH WAF		
	PLAIN OMEL. HAM OMEL. BACON OMEL.		
	CHEESE OMEL. H. & C. OMEL. MUSH OMEL.		
	HAM STEAK MINCED HAM & SCR.		
	EGGS: OE UP PO SCR		
	JR. PLATE OE UP PO SCR		
	HAM & EGGS OE UP PO SCR		
	BACON & EGGS OE UP PO SCR		
	SAUS. & EGGS OE UP PO SCR		
	L. SAUS. EGGS OE UP PO SCR		
	SIDE: 2 EGGS OE UP PO SCR		
	SIDE: 1 EGG OE UP PO SCR		
	SIDE: HAM BACON SAUS. L. SAUS.		
	S. JUICE L. JUICE MELON		
	SODA H. CHOC. GP. FRUIT		
	COFFEE TEA MILK		
	TOAST		
	TOTAL		
	SALES TAX		
PLEASE PAY CASHIER	GROSS TOTAL		

(48) T.23
S.18

ACTIVITY #1 (Continued)

Name:
Date

BEFORE			AFTER		
Quantity	Coin	Amount	Quantity	Coin	Amount
	1¢			1¢	
	5¢			5¢	
	10¢			10¢	
	25¢			25¢	
	Total of coins =			Total of coins =	
Quantity	Bills	Amount	Quantity	Bills	Amount
	$ 1.00			$ 1.00	
	$ 5.00			$ 5.00	
	$10.00			$10.00	
	$20.00			$20.00	
	Other			Other	
Total of cash			Total of cash		
Total of coins from above			Total of coins from above		
Total all money in register			Total all money in register		

Cash in register AFTER	________
Cash in register BEFORE	________
Actual cash taken in	________
Reading on tape	________
Amount short	________
over	________

Signed ____________________

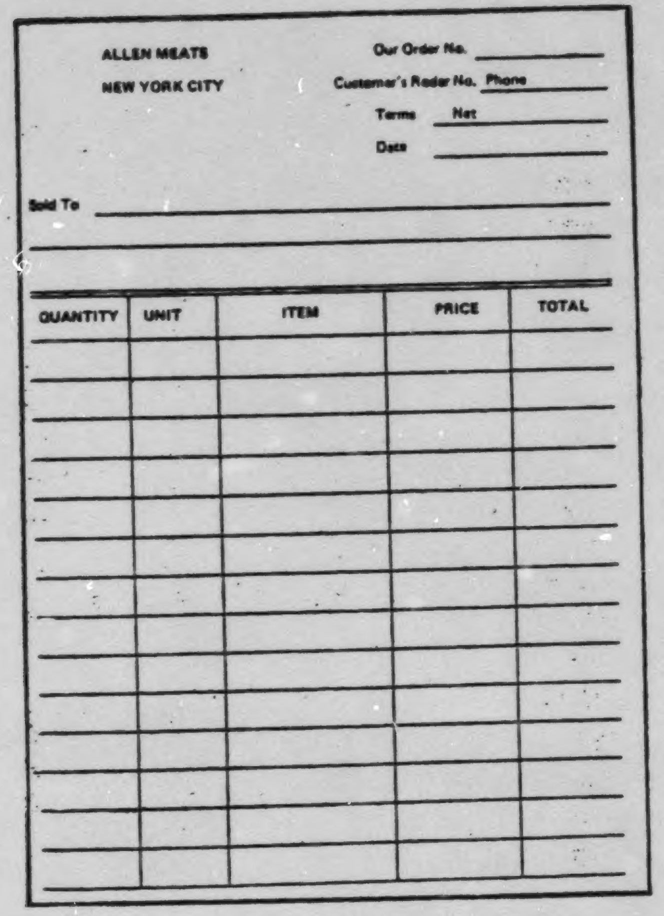
Approved ____________________

D. Type of form ____________________ Tape reading: $236.73
Name of business: Bobby's B-B-Q Cashier: Jane Doe
Date: February 15, 198-

BEFORE		AFTER	
# of pennies:	24	# of pennies:	36
# of nickels:	10	# of nickels:	14
# of dimes:	12	# of dimes:	4
# of quarters:	6	# of quarters:	12
# of $1 bills:	17	# of $1 bills:	43
# of $5 bills:	2	# of $5 bills:	10
# of $10 bills:	4	# of $10 bills:	5
# of $20 bills:	2	# of $20 bills:	10

*NOTE! Total before and after to reach shortage or overage.

ACTIVITY #1 (Continued)



ALLEN MEATS
NEW YORK CITY

Our Order No. ____________
Customer's Reder No. Phone ____________
Terms Net ____________
Date ____________

Sold To ______________________________

QUANTITY	UNIT	ITEM	PRICE	TOTAL

E. Type of form: ____________________
Name of business: Allen Meats
Sold to: Roger Young's Hotel
Order #: 4120
Date: June 2
Items ordered: 10 - 1 lb. Sweet breads @ $1.10/lb.
30 - 1 lb. Bacon @ 60¢/lb.
15 - 1 lb. Link Sausage @ 45¢/lb.

*NOTE! Total bill.

(48) T.25
S.20

ACTIVITY #1 (Continued)

Order No. ____________

Name of Company ____________________

Address ____________________

Vendor's Name ____________________

Address ____________________

Date **Delivery Date**

Amount Received	**Amount**	**Unit**	**Item**	**Unit Price**	**Total Price**
				$	$

Received O.K. by **Buyer**

F. Type of form: ____________________
Order #: 123
Name of business: John Doe Company
Address: Same Town, TN 42000
Vendor's Name: Clark Foods
Address: Same Town, TN 42000
Delivery Date: Sept. 1, 198-
Items ordered: 3 - 10# bags granulated sugar @ $2.25
1 - 5# bag black pepper @ $6.50
3 - 6/#10 cans Libby's Fancy Peach Halves @ $8.50
2 - 6/#10 cans Van Camps Pork & Beans @ $7.00
Buyer: Jane Doe

*NOTE! Total order.

POST-TEST

Plan Finances of Operation

I. Listed below are descriptions/information found on different cost control records. Decide on which form you would find the given information and write the correct answer in the blank beside each description. (Time card/sheet, guest check, cash record, invoice, P & L statement, balance sheet).

1. Worth of the business and how it is progressing ________________.
2. Record of food taken from the counter ______________________________.
3. Total bills outstanding (not paid) at a given time ____________.
4. Who waited on a table is found on _______________________________.
5. Merchandise received from a given company on a given date _______ ______________________________.
6. Company has too much overtime and you need to locate the persons working too many hours ________________________________.

II. Below are four problems which need to be solved. Choose the best solution to each problem from the four answers given after each question. Write the letter of the correct answer in the blank beside the number.

____ 1. Jayne works 40 hours a week. She was making $3.00 an hour, but a month ago she received a $.20 an hour raise. If Jayne gets paid every two weeks, how much is she now earning at the end of her pay period?

A. $128.00
B. $240.00
C. $246.00
D. $256.00

____ 2. Mr. Donald has three cooks at his cafe who each work five hours a day, seven days a week. If Mr. Donald pays them $3.00 an hour, how much gross pay will each cook receive at the end of the week?

A. $105.00
B. $110.00
C. $115.00
D. $120.00

POST-TEST (Continued)

_____ 3. One of Mr. McDonald's cooks was sick for four days one week. Therefore, the others had to work overtime. At the end of that particular week the cooks who worked overtime received wages for 45 hours Using the information given here and in #2, calculate the wages paid to one of the cooks who worked overtime.

A. $120.00
B. $125.00
C. $127.00
D. $127.50

_____ 4. David works at Favorite Fast Food four hours after school, four days a week and six hours on Saturday, a total of 22 hours a week. This year Thanksgiving Day was on Saturday and David had to work. David is paid $3.00 an hour on a weekly basis. What was his gross pay for the week that he worked Thanksgiving Day?

A. $66.00
B. $75.00
C. $82.00
D. $84.00

III. Record keeping serves many purposes for an employer. Below are some statements concerning the purposes of accurate record keeping. Read each statement carefully and decide which statements are true and which statements are false. Indicate your answer by circling "T" for true and "F" for false.

Purpose for record keeping:

T F 1. To identify total expenses, which are assets.

T F 2. To indicate how well the food service establishment is operating.

T F 3. To determine which job an employee can do.

T F 4. To be used in menu planning.

T F 5. To provide records which tell when prices go up, but not down.

T F 6. To determine how much daily cash is on hand by looking at the invoice.

IV. Briefly define cost control record.

FINAL CHECKOUT PERFORMANCE EVALUATION

Plan Finances of Operation

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. Identify and prepare the following cost control records:			
a. time card/sheet			
b. guest check			
c. cash record			
d. invoice			
e. inventory sheet			
f. purchase order			
2. Identify the following financial reports:			
a. balance sheet			
b. P & L statement			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

I. (1) F, (2) F, (3) F, (4) F, (5) T, (6) T, (7) F, (8) F, (9) F, (10) T

II. (a) P & L statement, (6) invoice, (c) balance sheet

III. (a) 40 hrs. (b) $144.00

WORKSHEET #1

I. Hourly, salary, tips, hourly wage plus tips

II. Punch time clock, sign in and out cards on sheets

III. (a) $4.50, (5) $5.10, (c) $7.50, (d) $9.00

IV. (1) $120.00, (2) $480.00, (3) $6240.00

V. (1) $120.00, (2) $138.00, (3) $147.00, (4) $168.00, (5) $144.00

WORKSHEET #2

(1) g, (2) f, (3) h, (4) a, (5) c, (6) b, (7) d, (8) h, (9) f, (10) g, (11) g, (12) d, (13) c, (14) a, (15) e

ACTIVITY #1

See following page

POST-TEST

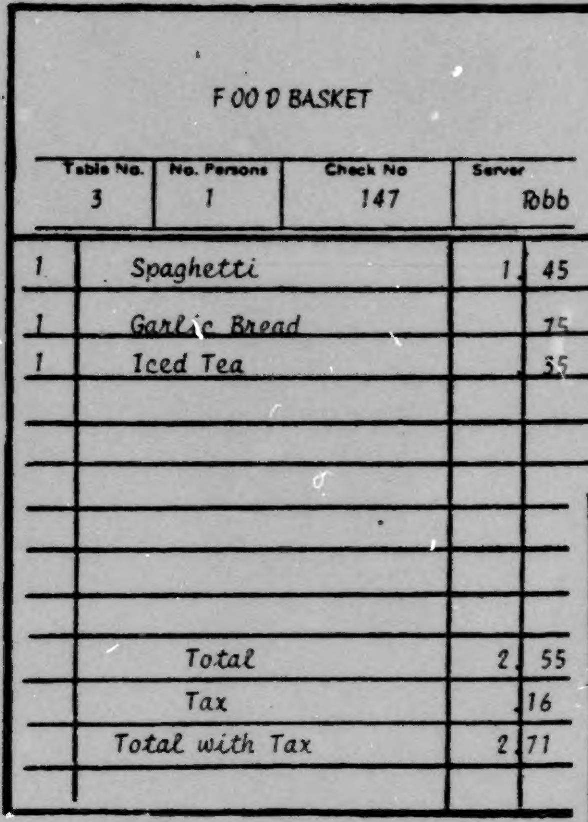
I. (1) balance sheet, (2) cash record, (3) P & L statement, (4) guest check, (5) invoice, (6) time card sheet

II. (1) D, (2) A, (3) D, (4) D

III. (1) F, (2) T, (3) T, (4) T, (5) F, (6) F

IV. See vocabulary

WORKSHEET & EVALUATION KEY (Continued)



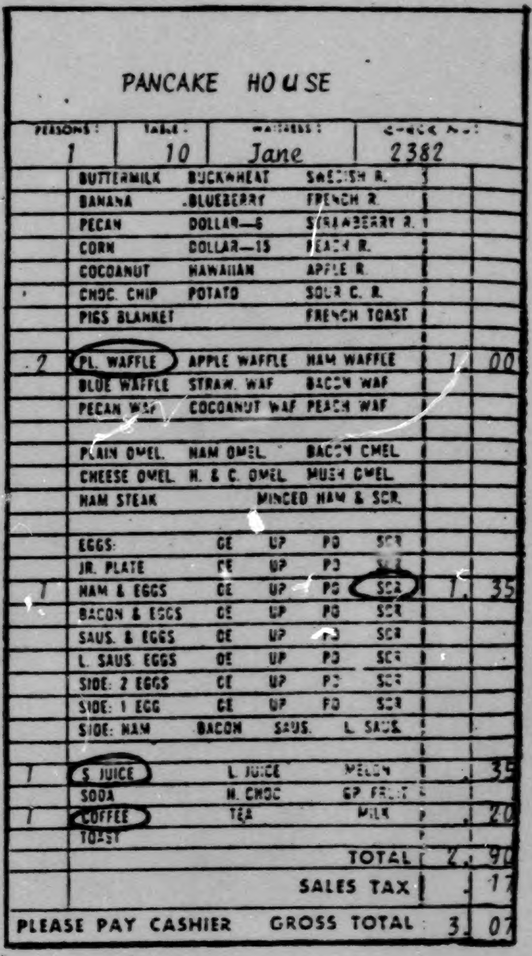
FOOD BASKET

Table No.	No. Persons	Check No	Server
3	1	147	Robb

1	*Spaghetti*	1	45
1	*Garlic Bread*		75
1	*Iced Tea*		35
	Total	2	55
	Tax		16
	Total with Tax	2	71

B. Type of form: *Guest check*

C. Type of form: *Guest check*

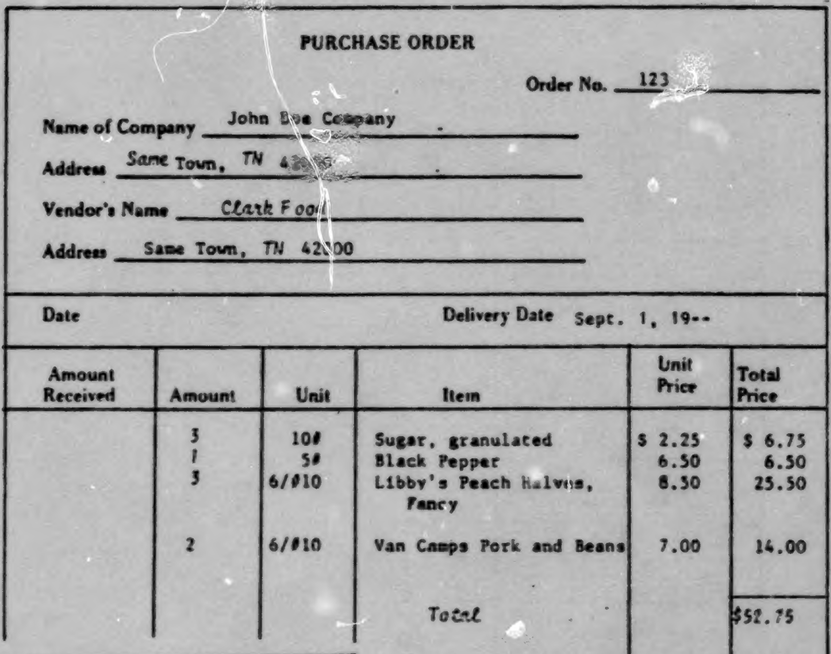


PANCAKE HOUSE

PERSONS:	TABLE:	WAITRESS:	CHECK NO.:
1	10	Jane	2382

	BUTTERMILK BUCKWHEAT SWEDISH R.		
	BANANA BLUEBERRY FRENCH R.		
	PECAN DOLLAR—6 STRAWBERRY R.		
	CORN DOLLAR—15 PEACH R.		
	COCOANUT HAWAIIAN APPLE R.		
	CHOC. CHIP POTATO SOUR C. R.		
	PIGS BLANKET FRENCH TOAST		
2	[✓ PL. WAFFLE] APPLE WAFFLE HAM WAFFLE	1	00
	BLUE WAFFLE STRAW. WAF BACON WAF		
	PECAN WAF COCOANUT WAF PEACH WAF		
	PLAIN OMEL. HAM OMEL. BACON OMEL		
	CHEESE OMEL. H. & C. OMEL MUSH OMEL		
	HAM STEAK MINCED HAM & SCR.		
	EGGS: OE UP PO SCR		
	JR. PLATE OE UP PO SCR		
1	HAM & EGGS OE UP PO [✓ SCR]	1	35
	BACON & EGGS OE UP PO SCR		
	SAUS. & EGGS OE UP PO SCR		
	L. SAUS. EGGS OE UP PO SCR		
	SIDE: 2 EGGS OE UP PO SCR		
	SIDE: 1 EGG OE UP PO SCR		
	SIDE: HAM BACON SAUS. L. SAUS.		
1	[✓ S. JUICE] L. JUICE MELON		35
	SODA H. CHOC GP. FRUIT		
1	[✓ COFFEE] TEA MILK		20
	TOAST		
	TOTAL	2	90
	SALES TAX		17
PLEASE PAY CASHIER	GROSS TOTAL	3	07

WORKSHEET & EVALUATION KEY (Continued)



PURCHASE ORDER

Order No. 123

Name of Company John Doe Company

Address Same Town, TN 4[illegible]

Vendor's Name Clark Food

Address Same Town, TN 42000

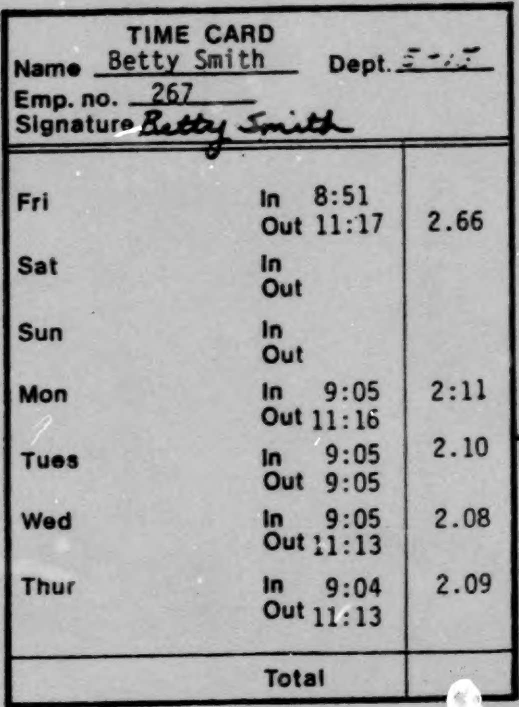
Date

Delivery Date Sept. 1, 19--

Amount Received	Amount	Unit	Item	Unit Price	Total Price
	3	10#	Sugar, granulated	$ 2.25	$ 6.75
	1	5#	Black Pepper	6.50	6.50
	3	6/#10	Libby's Peach Halves, Fancy	8.50	25.50
	2	6/#10	Van Camps Pork and Beans	7.00	14.00
			Total		$52.75

Buyer Jane Doe

F. Type of form: Purchase order



TIME CARD

Name Betty Smith Dept. [illegible]

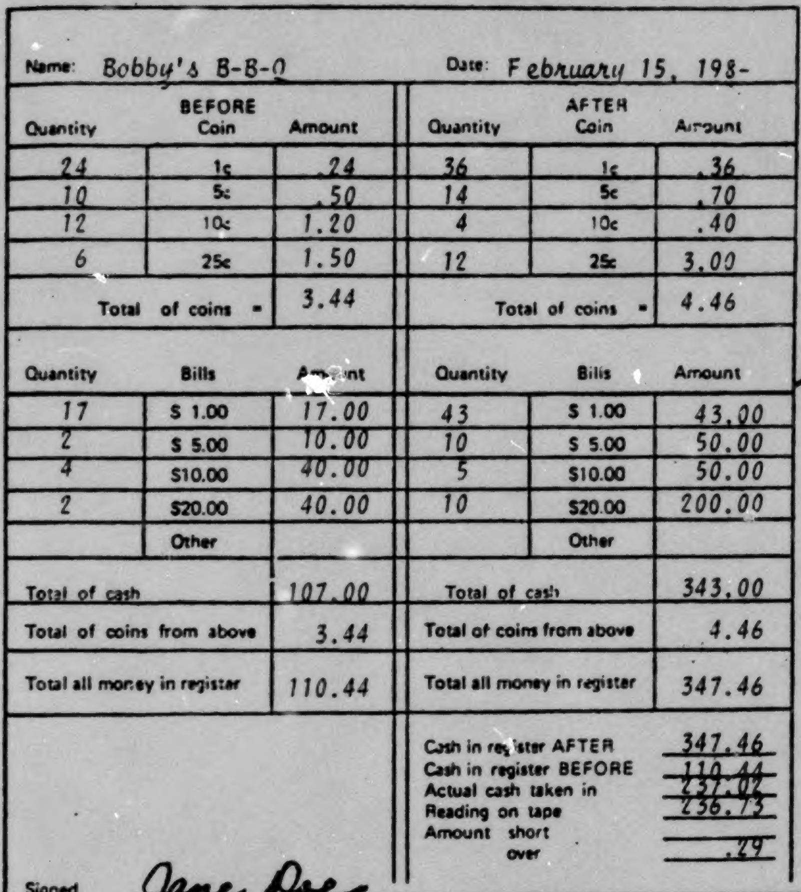
Emp. no. 267

Signature Betty Smith

Fri	In 8:51 Out 11:17	2.66
Sat	In Out	
Sun	In Out	
Mon	In 9:05 Out 11:16	2:11
Tues	In 9:05 Out 9:05	2.10
Wed	In 9:05 Out 11:13	2.08
Thur	In 9:04 Out 11:13	2.09
	Total	

A. Type of form : Time card

WORKSHEET & EVALUATION KEY (Continued)



Name: Bobby's B-B-Q

Date: February 15, 198-

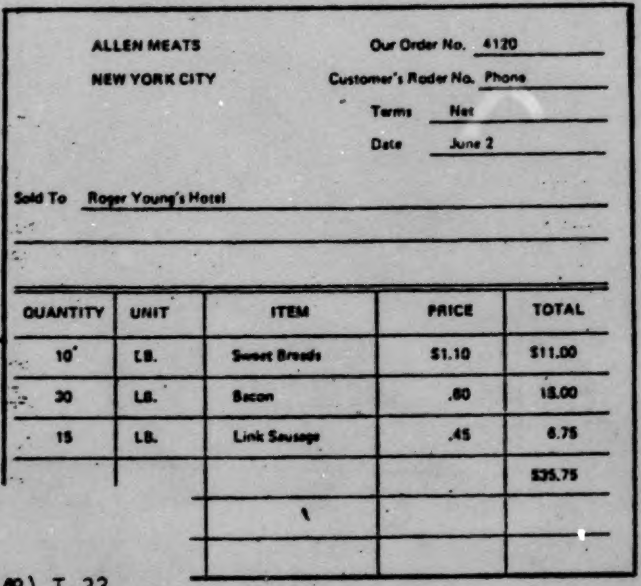
BEFORE			AFTER		
Quantity	Coin	Amount	Quantity	Coin	Amount
24	1¢	.24	36	1¢	.36
10	5¢	.50	14	5¢	.70
12	10¢	1.20	4	10¢	.40
6	25¢	1.50	12	25¢	3.00
	Total of coins =	3.44		Total of coins =	4.46
Quantity	Bills	Amount	Quantity	Bills	Amount
17	$ 1.00	17.00	43	$ 1.00	43.00
2	$ 5.00	10.00	10	$ 5.00	50.00
4	$10.00	40.00	5	$10.00	50.00
2	$20.00	40.00	10	$20.00	200.00
	Other			Other	
Total of cash		107.00	Total of cash		343.00
Total of coins from above		3.44	Total of coins from above		4.46
Total all money in register		110.44	Total all money in register		347.46

Cash in register AFTER	347.46
Cash in register BEFORE	110.44
Actual cash taken in	237.02
Reading on tape	236.73
Amount short	
over	.29

Signed Jane Doe

Approved

D. Type of form: Cash report



ALLEN MEATS
NEW YORK CITY

Our Order No. 4120
Customer's Roder No. Phone
Terms Net
Date June 2

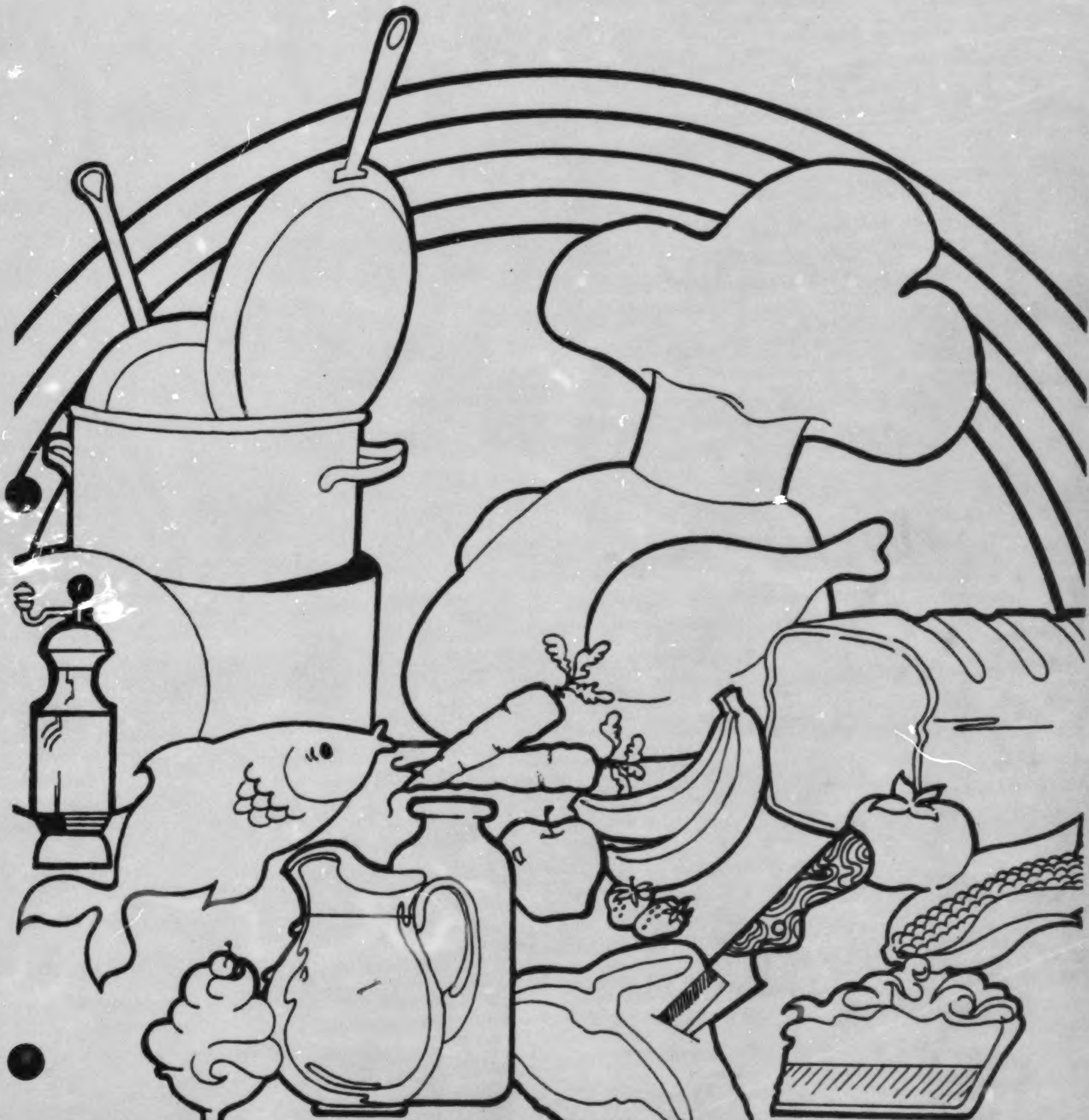
Sold To Roger Young's Hotel

QUANTITY	UNIT	ITEM	PRICE	TOTAL
10	LB.	Sweet Breads	$1.10	$11.00
30	LB.	Bacon	.60	18.00
15	LB.	Link Sausage	.45	6.75
				$35.75

E. Type of form: Purchase order

Food Service Worker

MODULE 49: PLAN MENUS



PLAN MENUS

Competence Area: H. Management

Competency Statement: 3.00 Plan and Design Menus

Tasks:		Level
.01	Identify factors that influence menu planning	Basic
.02	Identify menu requirements for different food service operations	Basic
.03	Plan and design menus that attract and sell	Basic

Specific Student Performance

Given a description of a food service establishment, the student will identify at least ten factors affecting menu planning/requirements and design an acceptable daily menu according to format suggestions.

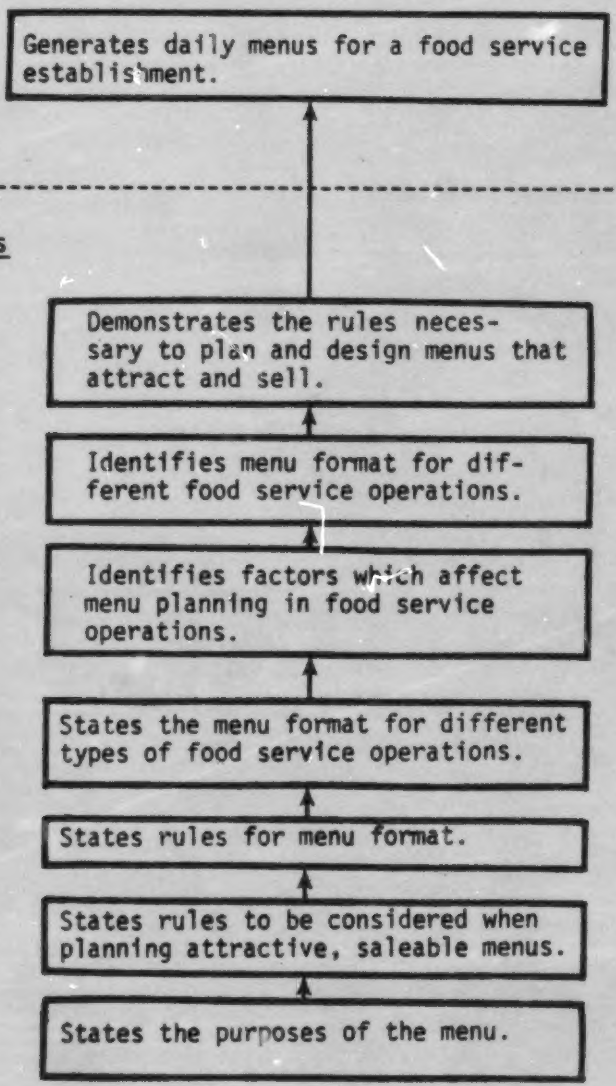
Prerequisites: None

LEARNING HIERARCHY

Specific Student Performance

Given a description of a food service establishment, the student will identify at least ten factors affecting menu planning/requirements and design an acceptable daily menu according to format suggestions.

Performance Objective



Generates daily menus for a food service establishment.

Enabling Objectives

Demonstrates the rules necessary to plan and design menus that attract and sell.

Identifies menu format for different food service operations.

Identifies factors which affect menu planning in food service operations.

States the menu format for different types of food service operations.

States rules for menu format.

States rules to be considered when planning attractive, saleable menus.

States the purposes of the menu.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheets #1 and #2. Consumable.
6. Read and study information sheet #2.
7. Complete worksheet #3. Consumable.

8. Request post-test from instructor - complete. Consumable.
9. Turn completed work in to instructor.
10. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Go over objectives with the group.
2. Discuss vocabulary words and information sheet #1.
3. Direct each student to complete worksheets #1 and #2. Discuss.
4. Use information sheet #2 as a transparenty, and discuss menu format requirements for food service operations.
5. Direct each student to complete worksheet #3.

6. Direct each student to complete post-test. Collect and evaluate.
7. Have each student, when ready, to request the final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

   a. Food For Fifty, 1979 edition.
   b. Food Service Careers, 1979 edition.
   c. Exploring Professional Cooking, 1980 edition.
   d. Food Preparation for Hotels, Restaurants, and Cafeterias.

II. Audio-Visual Aids

Films - What's Your Line
(From Morrison's Cafeteria Visual Center, Mobile, AL)
- Food For Thought
(From Association Films, Inc., 5797 New Peachtree Road, Atlanta, GA 30340
- The Aim...Less Frame
(From R.H.R. Filmedia, Inc., 1212 6th. Avenue, 9th floor, New York, NY 10035)

III. Activities

1. Have students conduct an informal survey of other students, to determine their eating habits and food preferences. Based on this information, have students prepare menus which would attract and sell to their classmates.
2. Have students find pictures and prepare collages of foods rich in a certain nutrient. Each student may select a different nutrient, and then put the collages together to make a bulletin board.
3. Have a farm demonstration agent or home extension agent that serves your community visit and provide information regarding food tendencies, weather, timing, and other factors affecting menu planning.
4. Divide the class into groups of three and have each group prepare menu posters - breakfast, lunch, dinner. Menus should be written correctly and should follow the rules of the Basic Four Food Groups.
5. Collect menus in your area and evaluate each according to factors of acceptable menu planning.

PRE-TEST

Plan Menus

I. In the spaces provided below, check which of the following affects menu planning in food service establishments.

_____ 1. Time employees have for preparation

_____ 2. Sex of customers

_____ 3. Economic level of the customers

_____ 4. Food stamp program

_____ 5. Occupation of most customers

_____ 6. Age of customers

_____ 7. Weather conditions

_____ 8. Predominant race in that area

_____ 9. Inflation

_____10. Food habits in that area

_____11. Number of customers to be served

_____12. Sex and age of employees

II. If the following statements are true, draw a circle around the letter "T". If they are false, circle the letter "F".

T F 1. The appearance of the menu serves as the customer's introduction to the restaurant.
T F 2. The best practice is to arrange all items on the menu according to price.
T F 3. A meal planner should consider food values, the basic four food groups, and the basic principles of nutrition.
T F 4. To use a menu as a promotional aid is considered poor judgement.
T F 5. Many bland foods should not be used in any one menu.
T F 6. The entree should be listed last on the menu.
T F 7. A menu determines foods to be purchased and controls purchasing.
T F 8. When planning cycle menus, storage is a factor.
T F 9. Menu items should be arranged on the menu in the order in which the meal will be ordered and eaten.
T F 10. The more expressive one can make names on a menu the better.

PRE-TEST (Continued)

III. Match the following types of food service operations in Column B with their menu requirements in Column A. The responses in Column B may be used more than once.

Column A

_____ 1. Requires wide selection of food items

_____ 2. Cycle menus with regular and modified diets; nutrition is very important.

_____ 3. Government nutritional requirements for Type A lunch.

_____ 4. Requires limited menu; must be able to prepare and serve quickly.

_____ 5. Menus must have great selling ability and be profitable.

Column B

A. cafeteria

B. fast foods

C. hospitals

D. nursing homes

E. restaurants

F. schools

STUDENT GUIDE SHEET

*Directions: To Student — Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheets #1 and #2.
4. Read and study information sheet #2.
5. Complete worksheet #3.

6. Request post-test from instructor - complete.
7. Turn completed work in to instructor.
8. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. **A La Carte** - Foods on the menu which are listed and priced separately.

2. **Basic Four Food Groups** - Guide that separates foods into four nutrient source groups to help plan meals for sound health.

3. **Cyclical or Cycle Menus** - Menus which are planned for a period of one or more weeks and then used repeatedly.

4. **Du Jour** - Specialty foods of the restaurant, ready and repeated every day.

5. **Entree** - Main course of a meal.

6. **Format** - General makeup or arrangement of the menu.

7. **Menu** - List of foods served, also called a bill of fare.

VOCABULARY (Continued)

8. Modified Diet - A diet which varies according to an individual's physical and nutritional needs, such as before and after surgery.

9. Nutrient - Chemical substance in food necessary for sound health.

10. Specialty Restaurant - Food service operation which serves one basic food item, such as a pizza shop or fried chicken establishment.

11. Survey - To examine by observation or ask by written form, questions which help one determine the needs of the food service customer in a specific area.

12. Table D' Hote - A complete meal consisting of several courses, served at one fixed price.

#1 INFORMATION SHEET

Manu planning should not be considered a routine job for management, but a challenge to attract and sell to customers. Well-designed menus tie the interests of the customer to the worker and the end product. This can often contribute to the success or failure of a foods operation.

The menu planner must determine the characteristics of the customer and the demands he brings with him. Surveys are often the tool used to determine this need. Of course, the relationship of an item's popularity to its profitability must be uppermost in the mind of the menu planner.

Menus act as a production sheet in the kitchen and as a salesperson in the dining room. The menu itself is presented to the customer at a very important time. The customer receives the menu when he is most ready to read it, making it a valuable sales tool. For this reason the design and format of the menu is extremely important.

Purposes Of The Menu

1. Acts as a calling card for the whole operation - an introduction to what is available.
2. Promotes sales - an attractively designed menu suggests, to the customer, food items he might not have otherwise thought of buying.
3. Determines work schedule and personnel needed -employees who are capable of preparing the menu items must be hired, and the work schedule arranged so all items on the menu can be prepared and ready to serve.
4. Determines food to be purchased - the menu tells the person ordering the food what and when he must order to have food items available.
5. Controls food purchasing - only items for the preparation of the menu must be purchased.

INFORMATION SHEET #1 (Continued)

6. Is the basis for pricing food to be served - a price must be determined for each item on the menu. The menu planned in advanced allows management time to do this before the items is offered for sale.

Factors To Be Considered When Planning Menus

1. Sex of customers - women usually eat less than men.
2. Occupation - A business person (in meeting all day) would eat different foods as compared to a constructor worker.
3. Age - Children and adults have different calorie needs and require different portion sizes.
4. Food Habits - Common eating practices determined by social and cultural factors, such as race, geography, religion, family, preferences, health needs, etc.
5. Number to be served - Can all food be prepared and served while it is still appealing both in appearance and taste.
6. Type of service used.
7. Weather conditions.
8. Amount of money available.
9. Foods available, such as those "in season" in a specific area.
10. Skill of employees - Do they know how to prepare the food listed.
11. Equipment available.
12. Time employees have for preparation.
13. Type of food service operation - hospital, nursing home, cafeteria, fast food, etc.
14. Storage available for planned menu's).
15. Food combinations - Do foods chosen taste and look appetizing together.
16. Nutritional adequacy - Does menu meet bodily requirements for sound health (Compare to Basic Four Food Groups).
17. Use of leftovers.
18. Economic level of customer(s).
19. Time customer ha available for dining.
20. Government regulatory bodies - Set standards for food products and service (Ex: OSHA, USDA, USHEW, etc.)

Nutritional Responsibilities of a Menu Planner

1. Include, on each menu, items which contain the basic nutrients.
2. Use items from the basic four food groups.

INFORMATION SHEET #1 (Continued)

EXCEPTION: Specialty restaurants - food service operations which are unable to have a variety in their operations cannot be held to these responsibilities. Example: pizza or chicken establishments.

THE BASIC FOUR FOOD GROUPS:

Each individual's daily food intake (or meals) should include servings from all four groups, as described below.

DAIRY FOODS

3-4 glasses of milk - children
4 or more glasses - teenagers
2 or more glasses - adults
This group includes cheese, ice cream and other foods containing milk.

MEAT

We need two or more servings from this group daily. This group includes meat, fish, poultry, eggs or cheese. Dry beans, peas, and nuts can serve as alternatives.

VEGETABLES & FRUITS

Four or more daily servings are recommended from this group, which includes dark green or yellow vegetables, citrus fruits, or tomatoes.

BREADS & CEREALS

This group includes enriched or whole-grain cereals. Four or more servings daily from this group are recommended. Nutritional value can be improved by adding milk.

NOTE! These foods serve as a basis for a good diet! Their consumption should be adjusted to meet individual needs for growth, activity, and desirable weight.

Menus That Attract And Sell Have Variety In:

1. Flavor - Flavors should not be repeated in one meal. Example: baked apple when serving apple pie for dessert. Also a combination of bland and highly seasoned foods should be planned.

2. Color - Serve bright colors with dull colors; natural colors pleasing to see. Colors should go well together.

3. Texture - (Means crunchy or soft, hard or tender) foods in a meal should not have same texture.

4. Temperature - Mix hot foods with cold foods. Lukewarm food is not appetizing. Example: Salad with a warm dessert. Keep hot foods hot and cold foods cold until they are to be served.

5. Sizes and shapes - Vary sizes and shapes of foods in the same menu. Change shape by cutting, slicing, etc.

6. Method of preparation - Do not use the same preparation method for all foods in a meal. Example: fried chicken with fried potatoes.

7. Exciting names for food items - Use descriptive words, such as parslied potatoes or charbroiled steak.

Suggestions For Menu Format:

1. Plan spacing and arrangement of items on the menu so the written menu looks orderly.

2. Menu items should be arranged in the order in which the meal will be served and eaten.

3. Capitalize the first letter in the name of each menu item.

4. Special accompaniments should be listed to the right of the main item or below the main item.

5. It is best not to use brand names; however, sometimes customers associate these with quality.

6. Use expressive names for food items, but make them believable and easy to understand.

7. Menus are usually written in English. Other languages should be used only if they will be understood by the customer.

8. Cover of the menu should follow the theme of the restaurant and have a durable backing.

9. Six to eight inches by twelve inches (folded) is an acceptable size for the menu.

10. Color - should blend with the decor of the establishment.
    - may be contrasting, for easy reading.
    - should not "kill" the appetite (for example, purple or gray).

11. Lighting must be considered so menu may be easily read. Size of print must be legible to readers.

12. Menus should list the name of the operation, telephone number, and hours of operation.

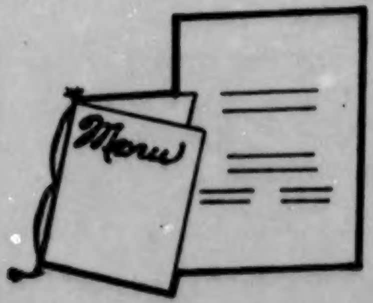
13. Separate menus should be provided for Breakfast, Lunch, and Dinner.

14. Distance between items and price should be kept as short as possible. Use of dotted lines, double spaces make easier reading.

15. No spelling errors allowed unless intended for merchandising.

16. Dirty or torn menus should be discarded.

17. Put nothing on the menu displeasing to the customer. (Example: "Do not ask for substitutes.")



WORKSHEET #1

I. List 3 purposes of the menu.

II. Which of the following affects the menu planning in food service establishments? Circle the appropriate letter(s).

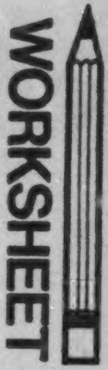
- A. Economic level of the customer.
- B. Food stamp program.
- C. Occupation of most customers.
- D. The number of farmers who have moved to urban areas.
- E. Age of the customers.
- F. Season
- G. Inflation
- H. Sex of the customer.
- I. Time employees have for preparation

III. Evaluate the following menus, as to flavor, texture, color, etc. AND menu format.

1. Roast Beef w/ Brown Gravy
Augratin Potatoes   Broccoli w/ cheese sauce
Hot Rolls   Potato Salad
Cheese Pie

2. Baked Fish w/ Butter
Mashed Potatoes   Buttered Cauliflower
Cottage Cheese Salad   French Bread
Angel Food Cake w/ Lemon Sauce

3. Southern Fried Chicken
Hash Brown Potatoes   Fresh Fried Squash
Tossed Salad   Hoe Cakes
Pecan Pie



CONSUMABLE

WORKSHEET #2

Directions: Plan a menu for one day for breakfast, lunch and dinner designed to meet daily nutritional requirements.

BREAKFAST

LUNCH

DINNER

#2 INFORMATION SHEET

Types Of Food Service Operations And Their Menu Requirements:

1. Restaurant - Menus must have great selling ability and be profitable; wide selection of food items. Exception: specialty restaurants.

2. Cafeteria - Requires wider selection of food items. Merchandising is very important; must be profitable.

3. Fast Foods - Requires more limited (usually set/same menu daily) menu with great selling ability and profit. Must be able to prepare and serve quickly.

4. Hospitals - Cycle menus with regular and modified diets. Nutrition is very important.

5. Nursing Homes - Cycle menus required with modified diets. Nutrition is very important.

6. Schools - Government nutritional requirements for Type A lunch. Cycle menus need to attract the age of child served.

Menu planning is indeed a challenge to attract and sell customers. As a sales tool, a well-designed menu introduces the customer to the establishment - it's food and service. Quality menu planning promotes success and profit in any foods operation.

CONSUMABLE

WORKSHEET #3

Directions: Match the types of food service establishments in Column A with the correct menu requirements in Column B. Write your answers in the space provided. NOTE! Each operation may have more than one menu requirement.

Column A

_____ 1. Fast food

_____ 2. Nursing home

_____ 3. Cafeteria

_____ 4. Restaurant

_____ 5. School

_____ 6. Hospital

Column B

A. Wide selection of food items.

B. Cycle menus used.

C. Limited number menu items.

D. Must follow type A lunch standards.

E. Food prepared and served quickly.

F. Modified diets used.

G. Nutritional adequacy important.

H. Menu must sell/make profit.

I. Menu set/same from day to day.

CONSUMABLE

POST-TEST

Plan Menus

Directions: Given the case study below:

(1) Identify the factors to be considered for menu planning in this establishment and explain why these points need consideration.
(2) Identify menu requirements needed in this establishment.
(3) Plan and design an attractive, saleable daily menu for this establishment according to menu format.

Blanton's is a food service establishment in a small town in Tennessee. It serves a variety of customers, both local residents and passing tourists. Ages of customers range from young children to senior citizens. Breakfast and supper/dinner seem to be tourist/family meals, while lunch is basically a meal for local businessmen. The meal involves waiter/waitress table service with a buffet salad bar available at lunch. Employees come from the surrounding area with several high school workers employed after school hours. Food storage is somewhat limited, especially freezer space. There is a fast-food operation next door which attracts many customers.

*NOTE: Write your answers in the space provided below!

FINAL CHECKOUT PERFORMANCE EVALUATION

Plan Menus

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. Identify purposes of the menu.			
2. Identify factors that influence planning.			
3. Describe and apply the nutritional responsibilities of the menu planner.			
4. Identify factors that help menus attract and sell.			
5. Identify menu format suggestions.			
6. Identify menu requirements for different types of food service operations.			
7. Plan and design menus that attract and sell.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

I. 1, 2, 3, 5, 6, 7, 9, 10, 11

II. (1) T, (2) F, (3) T, (4) F, (5) T, (6) F, (7) T, (8) T, (9) T, (10) F

III. (1) A, E; (2) C, D; (3) F; (4) B; (5) E

WORKSHEET #1

I.
- (1) promotes sales
- (2) determines food to be purchased
- (3) acts as calling card for business

II. A, C, E, F, G, H, I

III.
- (1) a. overuse of sauces on menu
  - b. repetition of ingredients (cheese)
- (2) a. too much of one color (white)
  - b. too much soft food
- (3) a. too much fried food

WORKSHEET #2

Answers will vary, check individually

WORKSHEET #3

(1) C, E, H, I; (2) B, E, F, G; (3) A, H; (4) A, H; (5) B, D, G; (6) B, E, F, G

POST-TEST

Answers will vary, see information sheets and check individually.

Food Service Worker

MODULE 50: LABOR COST

LABOR COST

Competence Area: H. Management

Competency Statement: 4.00 Conduct Labor Cost Control Procedures

			Level
Tasks:	.01	Schedule employees	Advanced
	.02	Calculate/verify/sign time records	Advanced
	.03	Analyze operation layout and flow design for efficiency	Advanced
	.04	Organize work areas based on principles of time and motion	Advanced

Specific Student Performance

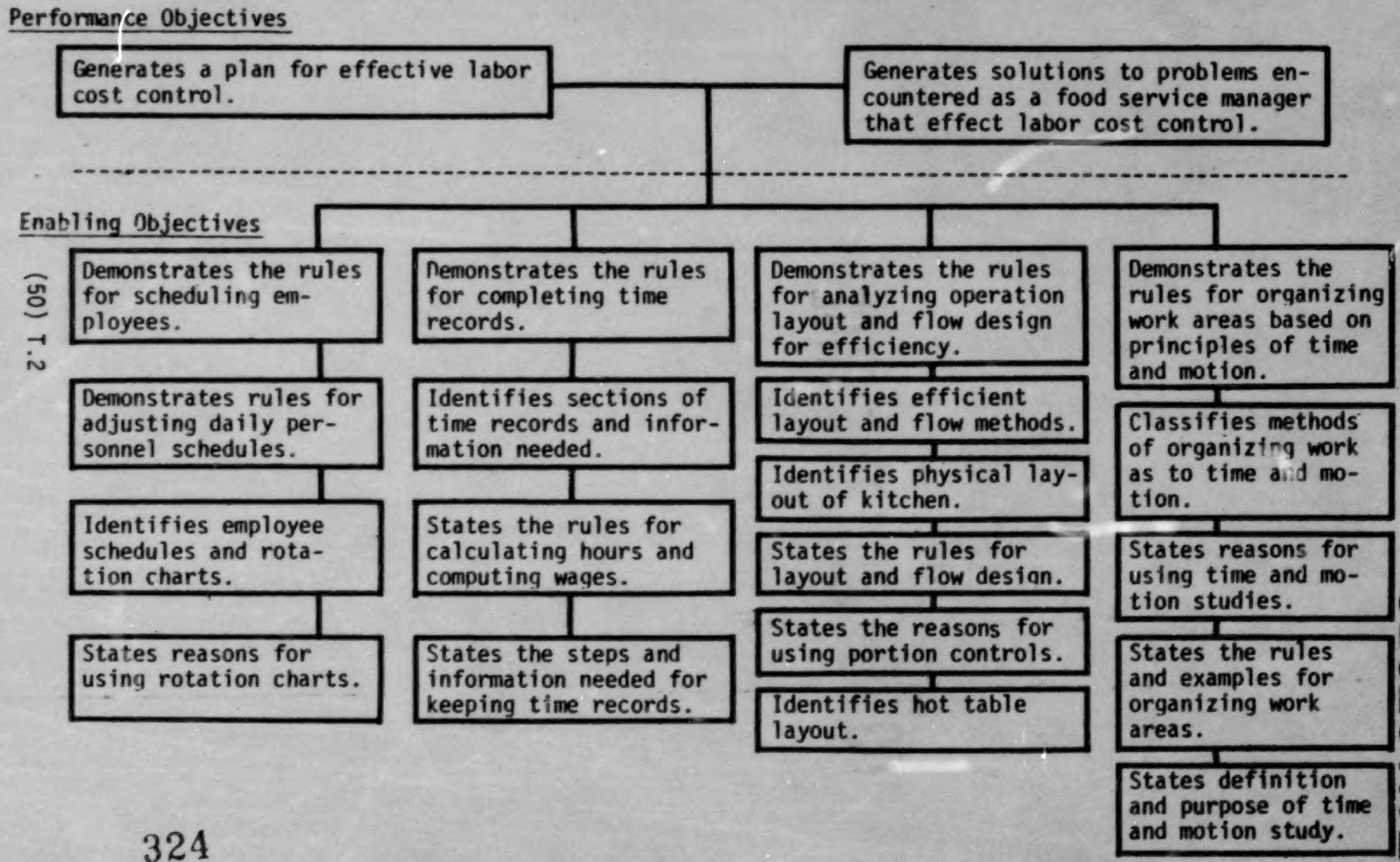
Given a food service situation where the student is responsible for labor cost control procedures, the student will be able to conduct four effective labor cost control procedures.

Prerequisites: Modules #1-49

LEARNING HIERARCHY

Specific Student Performance

Given a food service situation where the student is responsible for labor cost control procedures, the student will be able to conduct four effective labor cost control procedures.



Performance Objectives

- Generates a plan for effective labor cost control.
- Generates solutions to problems encountered as a food service manager that effect labor cost control.

Enabling Objectives

- Demonstrates the rules for scheduling employees.
  - Demonstrates rules for adjusting daily personnel schedules.
  - Identifies employee schedules and rotation charts.
  - States reasons for using rotation charts.
- Demonstrates the rules for completing time records.
  - Identifies sections of time records and information needed.
  - States the rules for calculating hours and computing wages.
  - States the steps and information needed for keeping time records.
- Demonstrates the rules for analyzing operation layout and flow design for efficiency.
  - Identifies efficient layout and flow methods.
  - Identifies physical layout of kitchen.
  - States the rules for layout and flow design.
  - States the reasons for using portion controls.
  - Identifies hot table layout.
- Demonstrates the rules for organizing work areas based on principles of time and motion.
  - Classifies methods of organizing work as to time and motion.
  - States reasons for using time and motion studies.
  - States the rules and examples for organizing work areas.
  - States definition and purpose of time and motion study.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Complete activity #1.
7. Read and study information sheet #2.
8. Complete activity #2.
9. Complete worksheet #2. Consumable.
10. Request post-test from instructor - complete. Consumable.
11. Turn completed work in to instructor.
12. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Discuss objectives and vocabulary words with class.
2. Use information sheet #1 as a transparency. Explain and discuss the scheduling methods. Divide class into small groups and let them practice writing employee schedules (each group can be small restaurant.)
3. Write the Labor Cost Rules to Remember on the blackboard for open discussion. Why are these rules necessary? What would happen if these rules were not followed? Can students think of any other rules?
4. Direct student to complete worksheet #1.
5. If possible have blank time cards available for each student. Use information sheet #1 as a transparency. Demonstrate the calculations. Discuss types of time clocks.
6. Direct each student to complete activity #1.
7. Use information sheet #2 as a transparency. Divide the class into small groups and direct each group to draw a diagram of a hot table layout that they have seen or used. Discuss the advantages and disadvantages of each group's diagram. (These diagrams can be put on transparency).
8. Use worksheet #2 as a transparency. Have class discussion as to the arrangement of the floor plan.
9. Discuss the meaning and the steps for a time and motion study. Assign specific jobs to each small group. The group divides in half, then half performs the job and the other observes. They then switch positions. The group compares notes and writes a time and motion study. Group presents to the class in the form of a demonstration.
10. Direct each student to complete worksheet #2.
11. Direct each student to complete the post-test. Collect and evaluate.
12. Direct students, when ready, to request final checkout performance evaluation.

PROCESS SHEET (Continued)

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

a. Hotel-Motel Management Series and their workbooks by ITT Education Services, Inc., 1971 edition.

PRE-TEST

Labor Cost

I. Match the words in Column B with the correct phrase in Column A by placing the letter in the blank beside each number. NOTE! One response in Column B will not be used.

Column A

_____ 1. An accurate method to compute working hours
_____ 2. Standard serving size.
_____ 3. Scheduling of food preparation to assure efficient use of employee time.
_____ 4. Regular turning and repeating order of change.
_____ 5. Expenses paid for employee compensation expressed in dollars and cents per unit.

Column B

a. rotation schedule
b. production schedule
c. labor cost
d. portion control
e. military time
f. daily work schedule

II. Read the statements below carefully. If the statement is true, circle "T"; if false, circle "F".

T F 1. Portion control saves labor cost by standardizing serving size of food items.

T F 2. An employer should inspect time cards on a weekly basis.

T F 3. On a time card, minutes are rounded off to the nearest half hour.

III. Read and answer the following questions in the space provided.

1. List four purposes of a time-motion study.

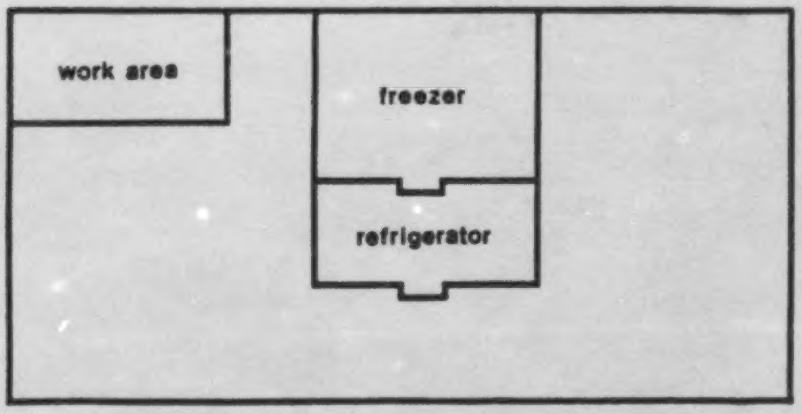
   a.
   b.
   c.
   d.

2. Joe Smith makes $3.20 an hour and time and a half for overtime as a short order cook. In a regular 40 hour week, Joe worked 41 hours. What would be his earnings for that week?

PRE-TEST (Continued)

3. Plan a rotation schedule for three cooks. The operation hours of the food service establishment are from 10 am to 10 pm.

4. Redraw this kitchen floor plan to reduce time and motion. Draw arrows on the plan to indicate traffic flow when making refrigerator desserts.



STUDENT GUIDE SHEET

*Directions: To Student

Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform this without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Complete activity #1.
5. Read and study information sheet #2.
6. Complete activity #2.
7. Complete worksheet #2.
8. Request post-test from instructor - complete.
9. Turn completed work in to instructor.
10. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Labor Cost - Expenses paid for employee/personnel compensation expressed in dollars and cents per unit.

2. Portion - Single serving.

3. Rotation - Regular turning and repeating order of change.

#1 INFORMATION SHEET

The labor cost of any food service establishment makes up a large percentage of the total operating cost. If labor cost runs too high, it can ruin the operation. Labor cost controls will be even more important in the future because of an increase in:

1. government regulations in food service
2. inflation
3. raising food costs
4. energy crisis

Labor cost is not only earned wages, but also the extra "benefits" offered by the management. Some of these benefits include: medical insurance, pension plan or disability insurance, and free or discounted meals.

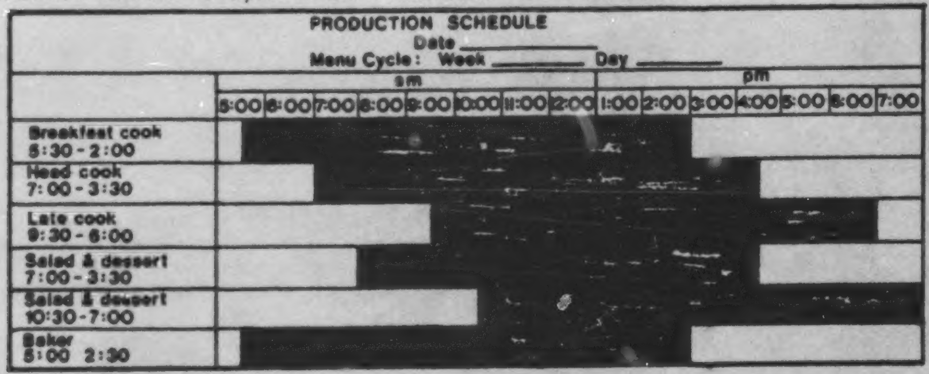
Scheduling Employees

The number of hours a food service operation is open for business will determine the number of "shifts" of personnel and the total number of labor hours required to accomplish the work to be done. A restaurant that is open 24 hours a day, 7 days a week will have different labor scheduling than one that is open for business 8-10 hours a day, 6 days a week. Each business will have different labor schedules and different labor cost expenses.

Careful planning and scheduling of employees assures the efficient use of employee time. Scheduling requires a knowledge of the food production steps and the time involved in each step. As many steps as possible should be completed as early as possible.

Below is an example of a schedule for food production in a small food service operation which is open from 6:00 a.m. to 7:00 p.m.

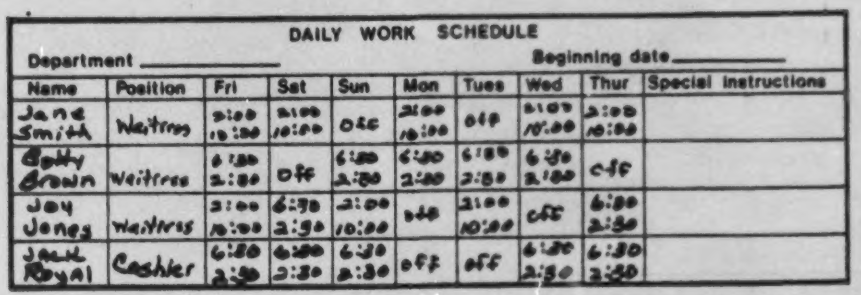
EXAMPLE #1:



INFORMATION SHEET #1 (Continued)

A small restaurant may also use a different, more simple type of schedule such as the one below. Many operations use both types of schedules.

EXAMPLE #2:



DAILY WORK SCHEDULE

Department ____________ Beginning date ____________

Name	Position	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Special Instructions
Jane Smith	Waitress	2:00 10:00	2:00 10:00	off	2:00 10:00	off	2:00 10:00	2:00 10:00	
Betty Brown	Waitress	6:30 2:30	off	6:30 2:30	6:30 2:30	6:30 2:30	6:30 2:30	off	
Joy Jones	Waitress	2:00 10:00	6:30 2:30	2:00 10:00	off	2:00 10:00	off	6:30 2:30	
Jack Royal	Cashier	6:30 2:30	6:30 2:30	6:30 2:30	off	off	6:30 2:30	6:30 2:30	

Examples 1 and 2 both use the rotation method to schedule employees.
Rotating the schedules:

1. makes efficient use of employees.
2. makes sure enough employees are on the job.
3. prevents too many employees from working at one time.
4. ensures that all job tasks are performed by employees.
5. ensures that work is carried out as necessary.

Written schedules clarify the worker's responsibilities and give him/her a feeling of security. However, work schedules must remain flexible so adjustments can be made as needed. Schedules sometimes need to be changed due to an employee being sick. When this happens, job tasks must be rearranged as necessary.

It is to the employer's advantage to have preset rules concerning absences. The worker should notify the employer at least 24 hours in advance or as soon as possible so the employer may adjust the work schedule.

Labor Cost Rules To Remember:

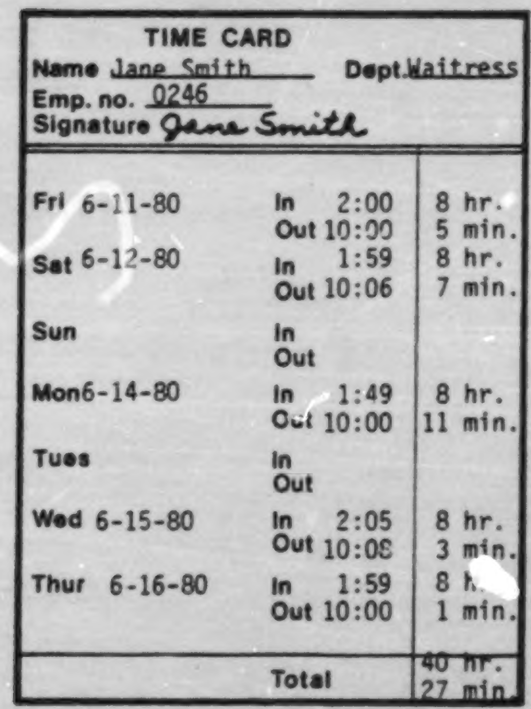
1. Do not over schedule.
2. Post schedule five days prior to the beginning of week. This should help cut down on employee absenteeism.
3. Don't be afraid to send an extra waitress or dishwasher that isn't needed home early.

INFORMATION SHEET #1 (Continued)

4. Do not allow overtime to occur. Overtime is a lack of planning.
5. Inspect time cards on a daily basis.
6. Use employees effectively. Never let them sit around when not on breaks. Assign extra duties. A busy employee is a happy employee.

Paying Employees

Labor cost can not be determined exactly because many people are involved in handling each food item at different stages and times. Management can get an acceptable labor cost report by the use of time records. Time records are the daily time cards to report hours worked by employees. When the worker checks into work, he uses the time record to record "in" and when he leaves for the day he checks "out." The in and out times are subtracted to determine the total number of hours of work for the worker.



TIME CARD

Name Jane Smith **Dept.** Waitress

Emp. no. 0246

Signature Jane Smith

Fri 6-11-80	**In** 2:00 **Out** 10:00	8 hr. 5 min.
Sat 6-12-80	**In** 1:59 **Out** 10:06	8 hr. 7 min.
Sun	**In** **Out**	
Mon 6-14-80	**In** 1:49 **Out** 10:00	8 hr. 11 min.
Tues	**In** **Out**	
Wed 6-15-80	**In** 2:05 **Out** 10:08	8 hr. 3 min.
Thur 6-16-80	**In** 1:59 **Out** 10:00	8 hr. 1 min.
	Total	40 hr. 27 min.

This daily time card is based on a regular 12 hour clock.

The waitress earns $3,35 per hour and time-and-half for overtime ($3.35 + $1.67 = $5.02 per hour)

Jane earned : 40 hours
X3.35 per hour
$134.00

And ½ hour at $5.02 per hour overtime = $2.51

Total earnings: $134 + $2.51 = $136.51

Remember to round off minutes to the nearest quarter of the hour.
Example: 11 minutes = 15 minutes
26 minutes = 30 minutes
39 minutes = 45 minutes

NOTE: After the correct total earnings have been calculated, the employer signs or verifies the time record for payment!

INFORMATION SHEET #1 (Continued)

Many food operations use military time for their time clocks. This method is more accurate and easier to compute working hours. The time record below is military time (24 hour clock).

TIME CARD

Name Betty Brown **Dept.** Waitress
Emp. no. 106
Signature

Fri 6-18-80	**In** 6:30 **Out** 14:31	8 hr. 1 min.
Sat	**In** **Out**	
Sun	**In** 6:20 **Out** 14:30	8 hr. 10 min.
Mon	**In** 6:34 **Out** 14:30	7 hr. 56 min.
Tues	**In** 6:31 **Out** 14:30	7 hr. 59 min.
Wed	**In** 6:30 **Out** 14:28	7 hr. 58 min.
Thur	**In** **Out**	
	Total	40 hr.

Military time:

1:00 = 1 a.m.
2:00 = 2 a.m.
3:00 = 3 a.m.
4:00 = 4 a.m.
5:00 = 5 a.m.
6:00 = 6 a.m.
7:00 = 7 a.m.
8:00 = 8 a.m.
9:00 = 9 a.m.
10:00 = 10 a.m.
11:00 = 11 a.m.
12:00 = 12 NOON
13:00 = 1 p.m.
14:00 = 2 p.m.
15:00 = 3 p.m.
16:00 = 4 p.m.
17:00 = 5 p.m.
18:00 = 6 p.m.
19:00 = 7 p.m.
20:00 = 8 p.m.
21:00 = 9 p.m.
22:00 = 10 p.m.
23:00 = 11 p.m.
24:00 = 12 MIDNIGHT

This daily time card is based on a 24 hour clock.

The waitress earns $3.35 per hour.

Betty earned: $3.35
X 40 hours
$134.00 Total earnings

CONSUMABLE

WORKSHEET #1

1. Plan a rotation schedule for 3 cooks as seen on the first page of information sheet #1. The foods operation opens at 6:00 am and closes at 7:00 pm. There should be at least one cook on duty at all times, expecially before and after hours to take care of business set-up and clean-up.

2. Below is a Daily Work Schedule. Jane Smith called in sick for Saturday afternoon. Make the necessary adjustments to the work schedule so that someone works her shift. 40 hour week only--NO OVERTIME.

WORKSHEET

DAILY WORK SCHEDULE

Department ____________ **Beginning date** ____________

Name	Position	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Special Instructions
Jane Smith	Waitress	2:00 10:00	2:00 10:00	off	2:00 10:00	off	2:00 10:00	2:00 10:00	
Betty Brown	Waitress	6:30 2:30	off	6:30 2:30	6:30 2:30	6:30 2:30	6:30 2:30	off	
Joy Jones	Waitress	6:30 2:30	6:30 2:30	6:30 2:30	off	off	6:30 2:30	6:30 2:30	

ACTIVITY #1

Directions: Ask your instructor for a blank time card. Fill in the hours you work in the foods laboratory and/or classroom for one week. (Use regular or military time as instructed by your instructor.) At the end of the week, add up your total hours and calculate your pay at minimum wage ($3.35). Have your instructor verify and sign your time card for accuracy.

#2 INFORMATION SHEET

Operation Layont

The largest amount of time wasted in food service is in the back of the house. The biggest problem is often the kitchen layout. The distance from kitchen to dining room, storeroom, refrigerators or work areas and the number of footsteps it takes to make one menu item contribute to wasted time. Most kitchens are poorly planned. Workers may spend most of their time running back and forth to pick up forgotten items. The size of the kitchen and its layout are as important a factor as menu planning. The best menu is one that distributes the work among all work areas.

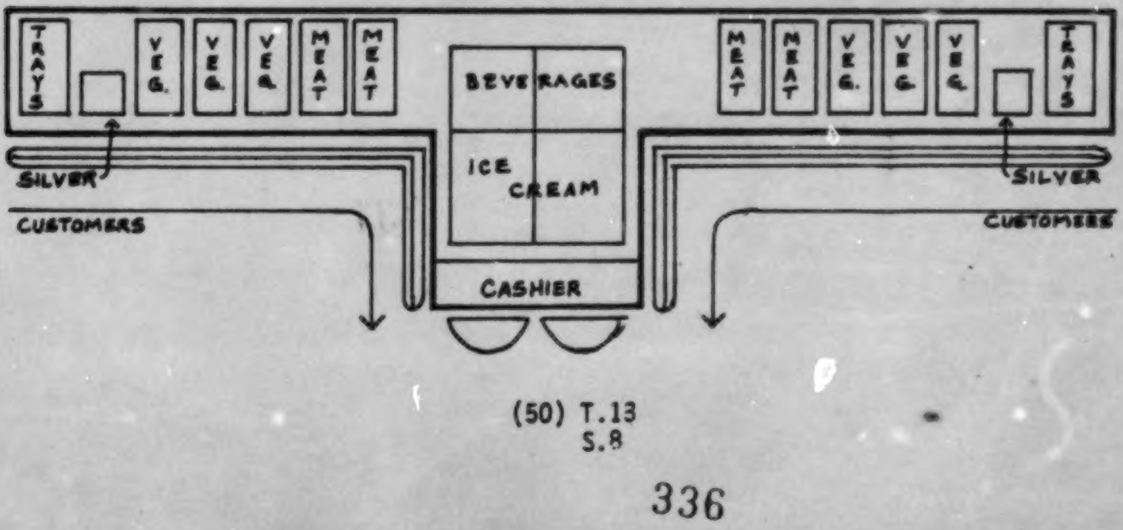
The most important factor in determining the adequate arrangement of the kitchen and its equipment is the menu. After analyzing the menu, the placing of pieces of equipment will be easier when you consider:

1. shared possibilities between workers at different stations
2. changes in work hours to accommodate menu items.
3. new production methods to save time and energy.

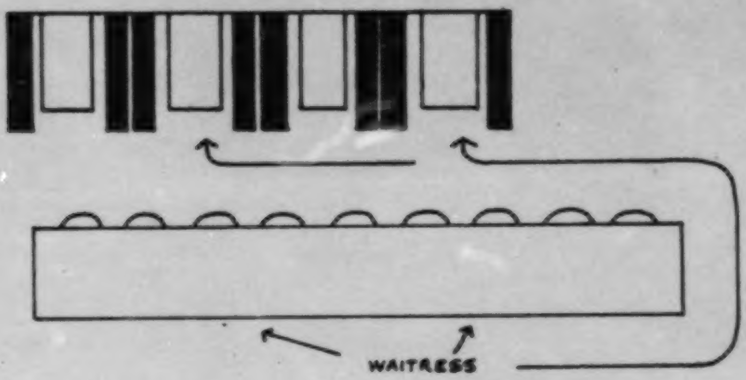
Equipment should be kept as mobile as possible so that it can be used in different sections of the kitchen.

In all food service operations, food items should be served in standardized dishes or served with portion sized dippers or spoons. Meats should be cut into preportioned sizes. Portion control not only controls waste but also creates and maintains customer satisfaction and good will. No one likes to receive a smaller portion than other customers paying the same price.

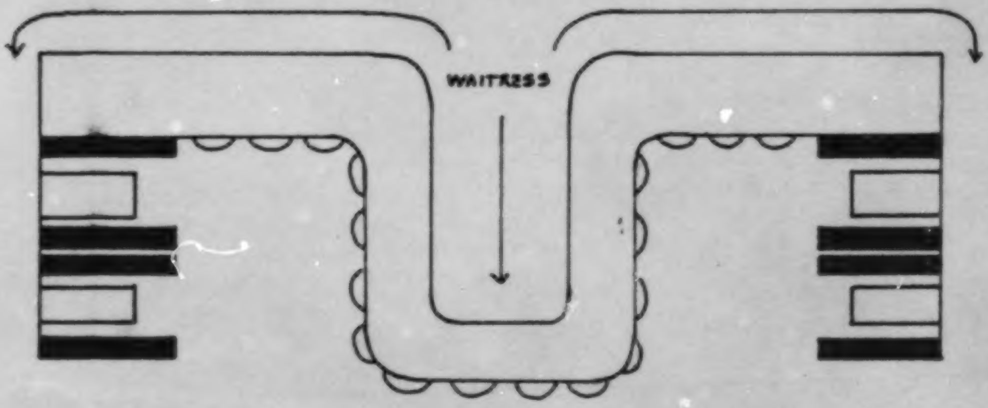
Below is an example of an efficient arrangement for a hot table layout.



Example #1 below has two serving areas: putting booths against the wall away from the counter means extra steps for the waitress. Slower service.



Example #2 below allows the waitresses to serve both counter and booths from behind the counter. Service is faster and the traffic flow is easier.



Time and Motion

Improvement in time usage in any area of food service will result in a lower labor cost. A time and motion study has four basic purposes:

1. developing a perferred system with lower costs
2. standardizing this system
3. determining the time this system takes
4. assisting in training the worker the perferred system

Reasons for using time and motion studies:

1. increased efficiency by the workers
2. reduction in the motions and time required to do the job
3. steady output of production with less fatigue on the worker's part
4. lower labor costs

Steps for a time and motion study:

1. Select the job to be improved. Choose one that requires much time, movement, or backtracking, is often repeated, and is not too big.
2. Break down the job in detail. Analyze each operation, procedure, equipment used, distance moved, and time required.
3. Question each detail. What is being done? What can be done? Which operations are necessary? Is it essential? Why is it being done?
4. Work out a better method.
5. Put the new method into effect. Teach the new method to workers and follow up with supervision.

Practical application of time and motion principles can be made easily in food service and will increase efficiency, reduce motions and time required to perform the job, and increase the steady output of production with less fatigue.

A few specific examples of application:

1. To serve food into a plate, pick up plate with left hand and bring to a center position while right hand picks up utensil, dips food and carries it to the plate. Plates should be stacked next to the serving area.
2. Use rhythmic motions in slicing or chopping vegetables or fruits with a French knife on a board. Knives should be stored at the end of the work counter in a hanging storage knife holder.
3. Equip and arrange each individual's work area so that body movements are kept to a minimum in his/her job tasks.
4. Store mixing machines and attachments and cooking utensils as close as possible to their place of use.

(50) T.15
S.10

INFORMATION SHEET #2 (Continued)

5. Store glasses and cups in racks in which they were washed. Store in a convenient location so that everyone can reach them.
6. Install water outlets above the range and jacketed kettles so utensils can be filled at point of use.

Time and motion studies can also be applied to specific menu items. Is it less expensive to make a food item from scratch or buy a convenience food? The cost of labor per hour will determine which is cheaper in each case.

ACTIVITY #2

Directions:

I. Analyze the layout of your classroom laboratory for efficiency of time and motion. (Use checklist in worksheet #2).

II. Identify a task, you feel, could be better organized for ease of time and motion. Outline your plan for efficiency on another sheet of paper.

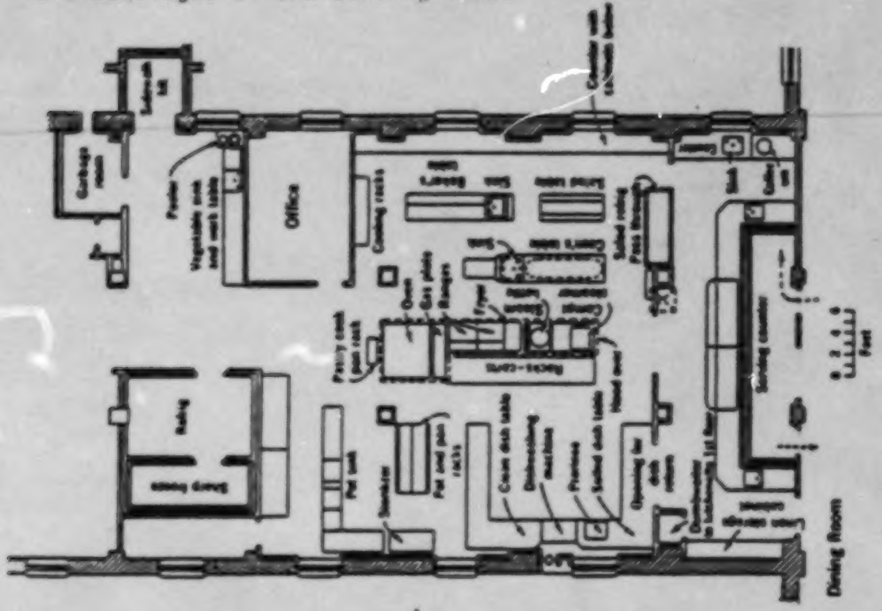
CONSUMABLE

WORKSHEET #2

Directions:

I. Analyze the kitchen floor plan below, using the checklist provided for a guide. Check either "acceptable or "inacceptable" after each statement.

II. Draw on the kitchen floor plan below the best way to serve food from the hot table layout (on the left). Use two meats and two vegetables, and beverages on the serving line.



WORKSHEET

	(good) Acceptable	(poor) Unacceptable
1. The traffic pattern to return soiled dishes is		
2. You have to pass through the refrigerator to get to the freezer, this is		
3. The cooking racks are next to the baker's table and the oven is across from the baker, this is		
4. The pot and pan rack is across from the pot sink, this is		
5. The vegetable sink is located in the rear but the salad table is near the fron of the kitchen,this is		
6. The traffic pattern going into the serving area is		

POST-TEST

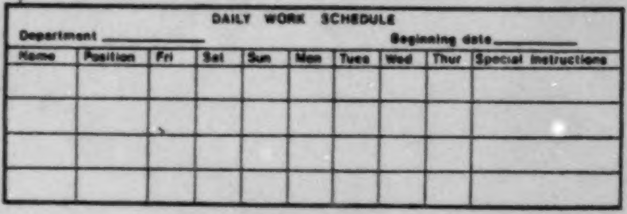
Labor Cost

I. For each of the following questions, select the correct answer and write the letter of that answer in the blank to the left of the question.

_____ 1. Stacking plates next to the serving area is an example of:
- a. portion control
- b. time and motion principles
- c. rotation principles
- d. production schedules

_____ 2. Which of the following is not a purpose of rotating schedules?
- a. makes efficient use of employees
- b. schedules overtime for employees
- c. ensures that all job tasks are performed as necessary
- d. prevents too many employees from working at the same time

_____ 3. The following diagram is an example of a:
- a. production schedule
- b. daily work schedule
- c. rotation time card
- d. regular time card

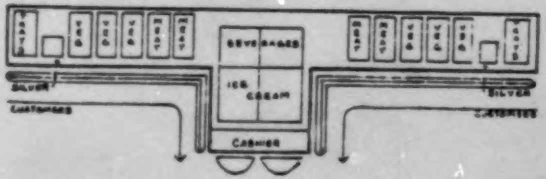


DAILY WORK SCHEDULE

Department ____________ Beginning date ____________

Name	Position	Fri	Sat	Sun	Mon	Tues	Wed	Thur	Special instructions

_____ 4. The following diagram is an example of a:
- a. kitchen layout
- b. waitress work center
- c. "back of the house"
- d. hot table layout



II. Arrange in order from 1-5 the steps in a time and motion study. Place "1" in front of the first step, "2" in front of the second and so on.

_____ Work out a better method
_____ Question each detail
_____ Put new method into effect
_____ Select job to be improved
_____ Break down job into detail

CONSUMABLE

POST-TEST (Continued)

III. Read and answer the questions below in the space provided.

1. A small restaurant that is open from 7 am to 7 pm employs a breakfast cook, one head cook, one late cook, two salad workers and one baker. Schedule the workers so there is NO OVERTIME for any of the workers. (8 hour work day)

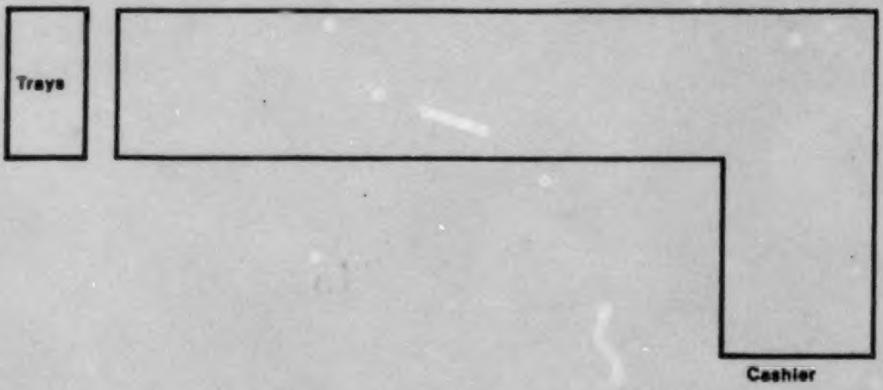
PRODUCTION SCHEDULE
Date ______________
Menu Cycle: Week __________ Day __________

	am								pm						
	5:00	6:00	7:00	8:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00	5:00	6:00	7:00
Breakfast cook															
Head cook															
Late cook															
Salad & dessert															
Salad & dessert															
Baker															

2. The baker earns $3.35 per hour, how much would he earn in 40 hours?

____

3. Draw a diagram indicating where food items are to be placed on a hot table layout. Food items: 3 vegetables, 2 meats, beverage, ice cream.



FINAL CHECKOUT PERFORMANCE EVALUATION

Labor Cost

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. Schedule employees.			
2. Calculate/verify time records.			
3. Analyze operation layout for efficiency.			
4. Organize task/work areas based on principles of time and motion.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

I. (1) e, (2) d, (3) b, (4) a, (5) c

II. (1) T, (2) F, (3) F

III. (1) a. Developing a perferred system with lower costs
b. Standardizing this system
c. Determining the time this system takes
d. Assisting in training the worker the perferred system

(2) $132.80

(3) Answers will vary, check individually

(4) Answers will vary, check individually

WORKSHEET #1

(1) Answers will vary, check individually.
(2) Answers will vary, check individually.

WORKSHEET #2

I. (1) poor, (2) poor, (3) good, (4) good, (5) poor, (6) poor

II. See information sheet #2

POST-TEST

I. (1) b, (2) b, (3) b, (4) a

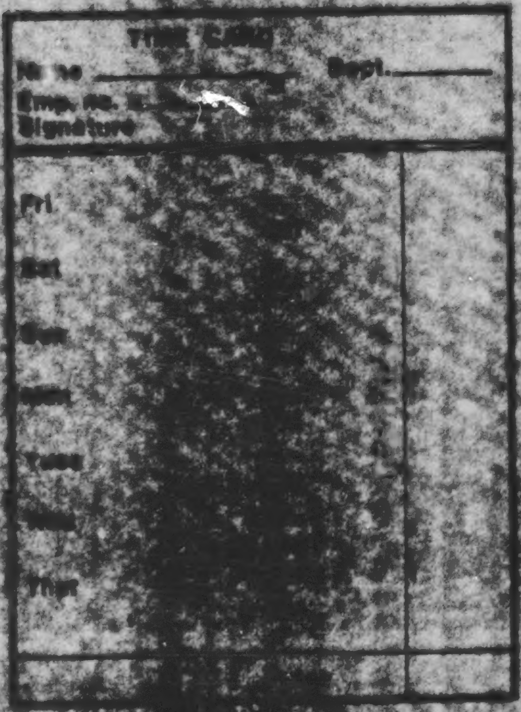
II. 4, 3, 5, 1, 2

III. (1) See information sheet #1

(2) $144.00

(3) See information sheet #2

URCE ITEM



TIME CARD

Name ________________ Dept.________

Emp. No. [illegible]

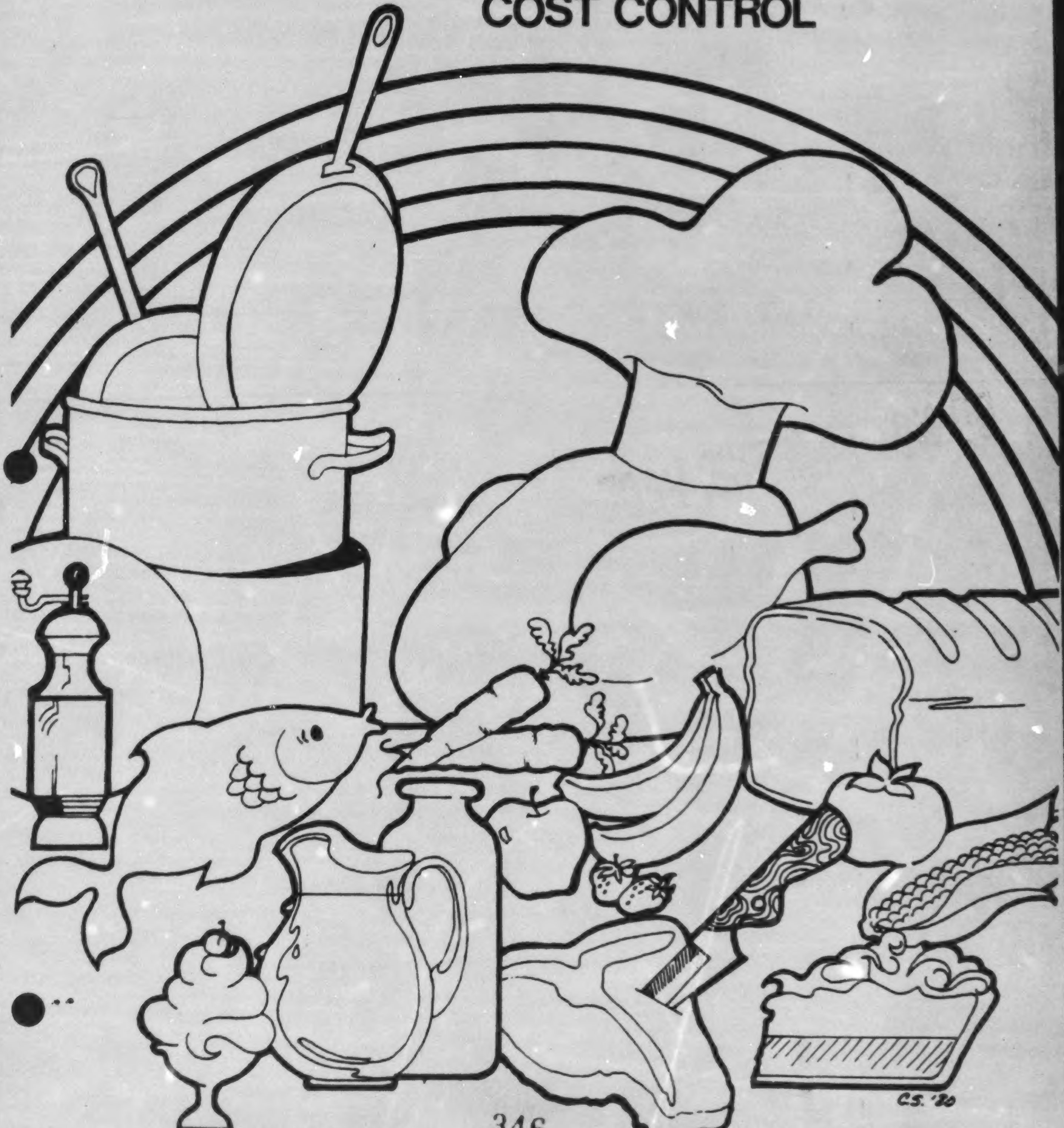
Signature

Fri	
Sat	
Sun	
Mon	
Tues	
Wed	
Thur	

BEST COPY AVAILABLE

Food Service Worker

MODULE 51: FOOD & BEVERAGE COST CONTROL



FOOD & BEVERAGE COST CONTROL

PART I - BASIC

Competence Area: H. Management

Competency Statement: 5.00 Conduct Food And Beverage Cost Control Procedures

			Level
Tasks:	.01	Request food/beverage and/or supplies for work stations	Basic
	.02	Store food/beverage and/or supplies	Basic
		a. establish security system	
		b. categorize dry items	
		c. categorize wet items	
		d. rotate products	
	.03	Receive food/beverage and/or supplies	Basic
		a. compare/weigh/count incoming supplies/items received against purchase specifications	
		b. accept food and/or supplies	
		c. reject food and/or supplies	

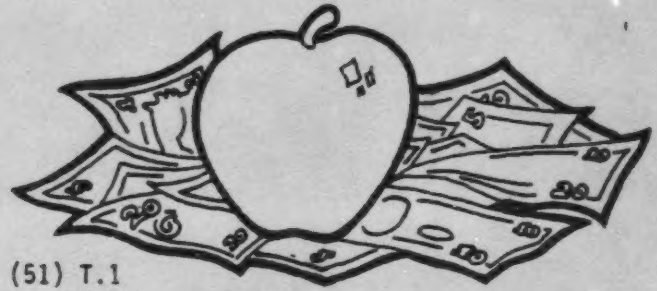
Specific Student Performances

1. Given a standardized recipe that serves 50, the student will accurately requisition food/beverage and/or supplies for work stations.

2. Given a list of food items, the student will accurately categorize all items as to their ideal storage conditions.

3. Given a completed purchase order, the student will compare the purchase order to the incoming food/beverage and/or supplies. Items received should be accepted or rejected accordingly upon comparison.

Prerequisites: Modules #1-18



PART I - BASIC

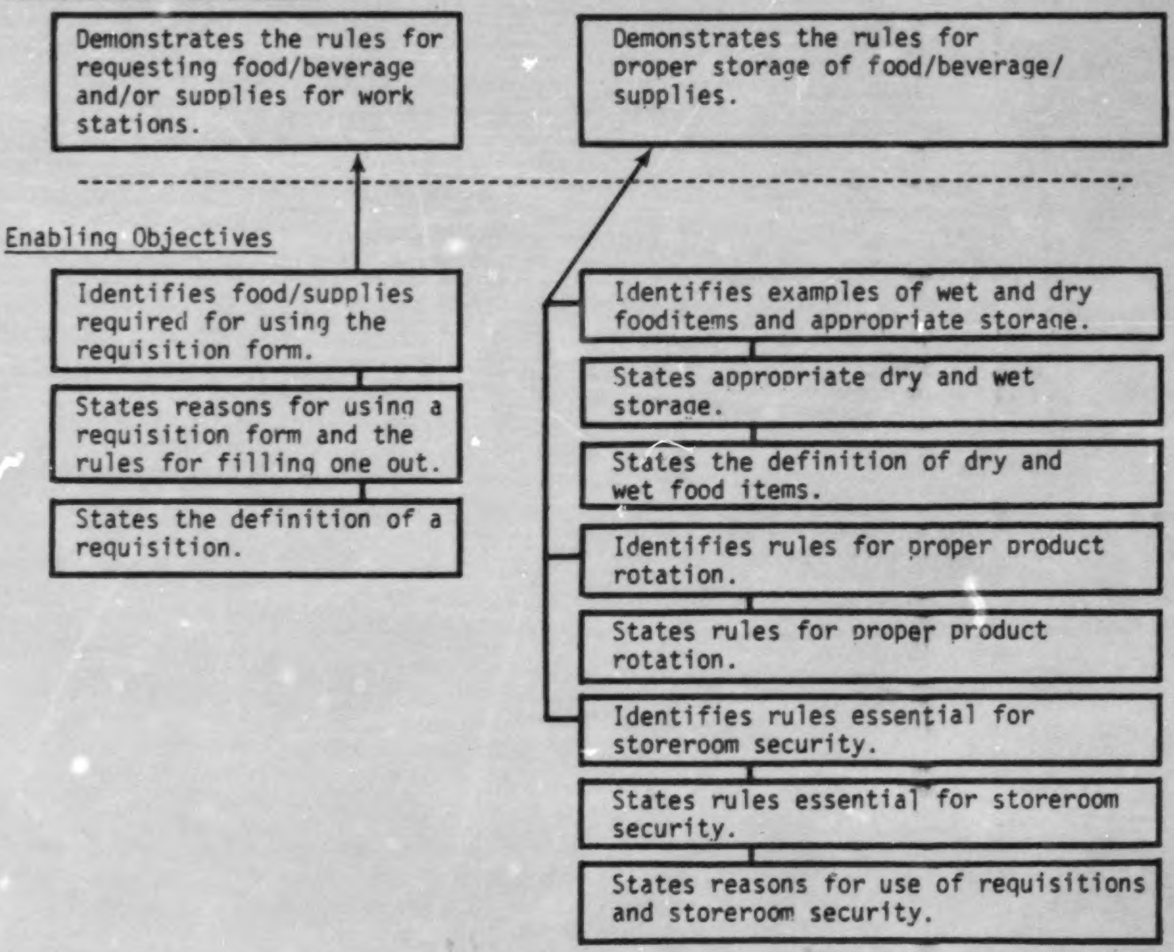
LEARNING HIERARCHY

OBJECTIVES

Specific Student Performance:

Given a standardized recipe, the student will accurately requisition food/beverage and/or supplies from storeroom.

Given a list of food items, the student will accurately categorize all items as to their ideal storage conditions.



Performance Objectives

Demonstrates the rules for requesting food/beverage and/or supplies for work stations.

Demonstrates the rules for proper storage of food/beverage/supplies.

Enabling Objectives

Identifies food/supplies required for using the requisition form.

States reasons for using a requisition form and the rules for filling one out.

States the definition of a requisition.

Identifies examples of wet and dry fooditems and appropriate storage.

States appropriate dry and wet storage.

States the definition of dry and wet food items.

Identifies rules for proper product rotation.

States rules for proper product rotation.

Identifies rules essential for storeroom security.

States rules essential for storeroom security.

States reasons for use of requisitions and storeroom security.

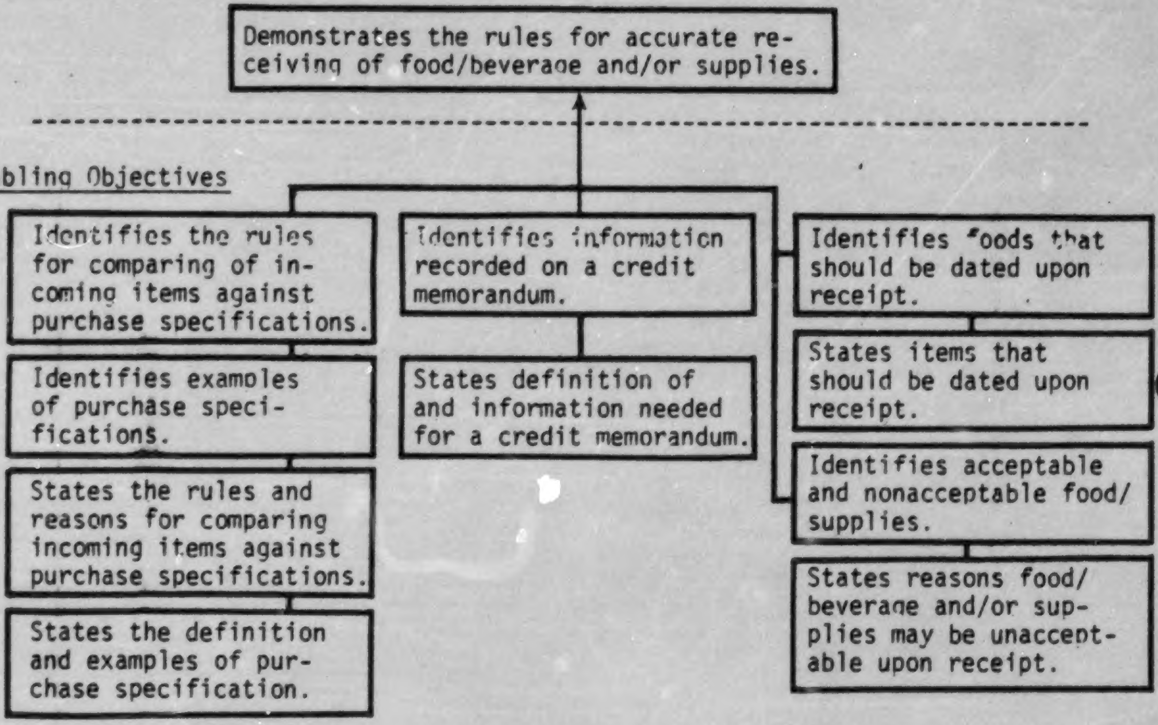
PART I - BASIC

LEARNING HIERARCHY (Continued)

Specific Student Performance

Given a completed purchase order, the student will compare the purchase order to the incoming food/beverage and/or supplies. Items received should be accepted or rejected accordingly upon comparison.

Performance Objective



Demonstrates the rules for accurate receiving of food/beverage and/or supplies.

Enabling Objectives

Identifies the rules for comparing of incoming items against purchase specifications.

Identifies examples of purchase specifications.

States the rules and reasons for comparing incoming items against purchase specifications.

States the definition and examples of purchase specification.

Identifies information recorded on a credit memorandum.

States definition of and information needed for a credit memorandum.

Identifies foods that should be dated upon receipt.

States items that should be dated upon receipt.

Identifies acceptable and nonacceptable food/supplies.

States reasons food/beverage and/or supplies may be unacceptable upon receipt.

PART I - BASIC

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Read and study information sheet #2.
7. Complete worksheet #2. Consumable.
8. Read and study information sheet #3.
9. Complete worksheet #3. Consumable
10. Request post-test from instructor - complete. Consumable.
11. Turn completed work in to instructor.
12. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Go over the objectives and vocabulary words with students.
2. Introduce the basic areas by reading information sheets #1-3.
3. Complete worksheets #1-3.
5. Requesting: Divide the class into small groups. Give each group one blank requisition form. Each group member selects a sample recipe and the group compiles a requisition for the recipes.
   Storing: Divide the class into small groups to discuss ways food it lost after storage. Each group is to decide on a security method to prevent loss and present it to class.
   Receiving: Role play the interaction that occurs between buyer and truckman during the interaction of food items. Present two versions: honest truckman, dishonest truckman.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

Hotel-Motel Management Series and their workbooks
by ITT Education Services, Inc., 1971 edition.
-Food and Beverage Purchasing
-Menu Planning and Foods Merchandising
-Food and Beverage Cost Controls

PART I - BASIC

PROCESS SHEET (Continued)

II. Audio-Visual Aids

Filmstrips - Food Services Skills and Equipment: Quality and Cost Control
(From Prentice-Hall Media, 150 White Plains Rd., Tarrytown, NY 10591)

III. Activities

1. Invite guest speakers from the hotel/motel and restaurant industries to speak about careers in food service.
2. Take field trip to food service operation and discuss its operation with the manager.

CONSUMABLE

PART I - BASIC

PRE-TEST

Food and Beverage Cost Control

I. Choose the correct answer. Write the letter in the blank provided.

_____ 1. An example of a food specification is:
- a. a well-done steak
- b. USDA grade A
- c. Italian pizza
- d. Florida oranges

_____ 2. A credit memorandum in the receiving department means:
- a. the wholesaler owes the buyer
- b. the buyer owes the retailer
- c. the retailer owes the wholesaler
- d. the wholesaler owes the retailer

_____ 3. An example of a dry food items is:
- a. canned soup
- b. frozen bread
- c. fresh eggs
- d. butter

_____ 4. Another name for perpetual inventory is:
- a. par inventory
- b. running inventory
- c. physical inventory
- d. stock inventory

_____ 5. Food items in the storeroom can only be released by:
- a. a requisition
- b. a purchase order
- c. a par sheet
- d. an invoice

_____ 6. The storeroom should be open only:
- a. at meal service hours
- b. at employee shift changes
- c. during specified hours
- d. during food preparation times

_____ 7. An example of a wet food item is:
- a. lemons
- b. flour
- c. lemonade powder mix
- d. spices

_____ 8. When a food order is delivered, items received should be compared with:
- a. requisition
- b. purchase specifications
- c. perpetual inventory
- d. menus

CONSUMABLE

PART I - BASIC

PRE-TEST (Continued)

II. Match the statements in Column A with the correct term in Column B. Write your answers in the blank provided.

Column A

_____ 1. Fresh and frozen foods

_____ 2. A written request for food

_____ 3. Packaged and canned items

_____ 4. Written description of food item

_____ 5. Written to be used against future orders

_____ 6. A listing of goods on hand

_____ 7. A list of shipped goods

Column B

a. Invoice

b. Purchase specification

c. Dry items

d. Requisition

e. Wet items

f. Credit memorandum

g. Inventory

h. Purchase order

i. Purveyor

PART I - BASIC

STUDENT GUIDE SHEET

*Directions: To Student — Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performance to your instructor. If you feel that you are able to perform these without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Read and study information sheet #2.
5. Complete worksheet #2.
6. Read and study information sheet #3.
7. Complete worksheet #3.
8. Request post-test from instructor - complete.
9. Turn completed work in to instructor.
10. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Dry Items - Consist of packaged, canned or other processed items that do not require any specific storage other than sufficient space and protection against extremes of temperature, insects, and small animals.

2. FI-FO (first in first out) - The newest supply items are placed in the back of items already in storage. The items stored the longest will be used before using new items. This system is used to maintain quality and prevent spoilage.

3. Federal grades - U.S. Dept. of Agriculture certification that a food item has met government specifications. Grades refer to characteristics in foods such as visual appearance, color, uniformity of size, degree of ripeness and wholesomeness.

4. Food Specifications - A concise written description of a food item specififying name of item, quantity, size, and other information.

VOCABULARY (Continued)

5. Inventory - An itemized storeroom of goods or a listing of those goods.

6. Invoice - An itemized list of goods shipped to a buyer, stating quantities, prices, shipping charges, etc.

7. Perpetual or "Running" Inventory - This type of inventory never stops. The daily inventory of goods which fills requisitions and is supplied by new or daily shipments.

8. Purchase Order - An order form used to order goods that are not often used or to order goods that will exceed the planned budget. Purchase order and food order may be used interchangeably in most cases.

9. Purveyor Or Vendor - A salesman who calls on places of business.

10. Requisition - A written request for food that is sent to the storeroom.

11. Standardized Recipe - Written recipe that is used repeatedly in the exact same way with the same quantity of ingredients.

12. Wet Items - Food items that consist of fresh fruits and vegetables, fresh meats, dairy products, and frozen foods.

#1 INFORMATION SHEET

Requesting Food/Beverages

To request food a requisition is written and sent to the storeroom. A requisition is the same as a check drawn against a bank but instead of the bank the check is drawn against the storeroom. The requisition is a document used as a control; and when it comes into the storeroom, the storeroom clerk subtracts the contents of the requisition from the perpetual inventory.

The requisition should contain the following information:

1. Quantity of each item needed
2. Names of items needed
3. Federal grades or specific information

The requisition must be signed by an authorized person (one in charge). Requisitions should not be accepted if they are not signed by an authorized person.

Requisitions must also be priced daily by the storeroom clerk to determine current food costs.

REQUISITION

Department________________ Date________________

No. ___________

Quantity	Items	Unit Price	Total Price

Total________________

Approved Signature________________________

Issued by________________________

Received by________________________

WORKSHEET #1

I. Define requisition and explain why it is necessary to use one.

II. Using the recipe below, requisition all items necessary for its preparation. Use the requisition form provided. *REMEMBER! The storeroom clerk is the one who fills in the prices, not the person who does the requisitioning.

CRANBERRY SAUCE

Yield: 1 gal./50 portions
Portion: ¼ c.

Amount	Ingredient	Method
4 lb.	cranberries	Wash cranberries.
4 lb.	sugar	Discard soft berries.
1 qt.	water	Add sugar and water. Cover, boil gently until skins burst. Do not overcook. Serve with No. 16 dipper.

REQUISITION

Department ____________________ Date ______________

No. ______________________

Quantity	Items	Unit Price	Total Price

Total ___________

Approved Signature ________________
Issued By ________________
Received By ________________

#2 INFORMATION SHEET

Storing Food/Beverages

The storeroom, even more than the kitchen, is the heart of the restaurant. Its contents determine what meals can be prepared.

To work properly, the storeroom must be adequately stocked and properly arranged for easy access to all its contents. The newest supply items are placed in the back of items already in storage. The items stored the longest will be used to maintain quality and prevent spoilage. (This type of system is called the Fi-Fo system: first in – first out).

A secure storeroom ensures that stealing does not take place. If a food item is stolen or spoils, it may interfere with the daily production. Requisitions allow only items needed for daily production to leave the storeroom. When the requisition is completed by a department only one person is needed to pick-up the supplies; this limits the number of people who enter the storeroom area.

FIVE STAR RULES FOR STOREROOM SECURITY

Rule #1

☆ Keys to the storeroom are kept only by authorized employees. There should be only 2 keys and only one in active duty.

Rule #2

☆ Every 3-6 months all locks should be changed on refrigerators and storerooms to avoid possible stealing.

Rule #3

☆ The storeroom should be open only during specified hours.

Rule #4

☆ The only method for releasing food items is by requisition.

Rule #5

☆ All items that leave the storeroom by requisition must be accurately recorded on the inventory.

INFORMATION SHEET #2 (Continued)

Dry and Wet Items

In terms of storage there are two basic forms of food items: dry and wet.

Dry stores consist of packaged, canned or other processed items that do not require any specific storage other than sufficient space and protection against extremes of temperature, insects, and small animals.

Wet Stores consist of fresh fruits and vegetables, fresh meats, and dairy products. These items require some sort of refrigerated storage in order to maintain quality. Frozen foods are also wet items. They may be either vegetable, fruit, or meat. They require proper freezer temperatures. Frozen foods must be well-wrapped or packaged to protect against freezer burn. Frozen foods should be stored at temperatures from 0 to minus 20 (-20°F) degree Fahrenheit.

DRY

WET

CONSUMABLE

WORKSHEET #2

Directions: Read and answer the following questions in the space provided.

1. How do requisitions promote storeroom security?

2. List 5 rules essential for storeroom security?

   a.
   b.
   c.
   d.
   e.

3. Define and give an example of the following:
   a. dry food item -

   b. wet food item -

4. Determine if the food is a wet or dry item and place a check in the correct column.

	WET ITEM	DRY ITEM
a. instant potatoes		
b. milk		
c. spices		
d. bacon		
e. butter		
f. opened catsup		
g. fresh oranges		
h. flour		
i. canned peaches		
j. steak		
k. eggs (fresh)		

5. How should dry items be stored? wet items?

(51) T.14
S.8

#3 INFORMATION SHEET

Receiving Food/Beverages

When a food order is delivered, items received must be compared with purchase specifications. These qualifications describe food/beverage and/or supplies ordered including: quality, size, quantity, price, etc. Items purchased by count must be counted, while those purchased by weight must be weighed.

If grade indications are used, they must be matched against the order. Style, pack, count, size must all be checked.

Some vendors/purveyors who note that an adequate inspection procedure is not being carried out may well deliver items that do not meet the order specifications.

Examples: Old bread has been taken from one restaurant and sent to another as fresh; ice has been added to chilled poultry shipments to increase the weight; and grades have been varied without being noticed.

Items that are accepted should be stamped with the date received.

Inferior items and items that do not meet specifications must be rejected. Otherwise, the operation becomes known as a "dumping ground" for swollen cans, ungraded produce, substandard meat, and other rejects.

When items are rejected, both the receiving clerk and the truckdriver must sign the delivery ticket, both the truckdriver's and the purveyor's copy. giving an exact description of the rejected items. This signed ticket also serves to correctly identify items accepted.

After rejecting items, the buyer has two options: (1) he can take the cost of the rejected items directly off today's delivery cost and pay the balance or (2) he can have a credit memorandum written for future credit when re-ordering food/supply items. Whichever method is chosen, the buyer must keep a copy of the transaction signed by himself and the truckdriver.

All received items are now listed accurately on the inventory (a list of food/supplies on hand).

(51) T.15
S.9

WORKSHEET #3

I. Read and answer the questions below in the space provided.

1. Why is it necessary to check an incoming order?

2. List 2 reasons food/beverages might be rejected upon receipt.

   1.
   2.

3. What are purchase specifications?

II. Compare the truckdriver's invoice and receiving clerk's order:
(a) Circle all the mistakes on the truckdriver's invoice
(b) Place a check by all foods that need to dated.
(c) Answer the questions concerning the invoice and order in the space provided.

TRUCKDRIVER'S INVOICE

Name	Specs.	Unit	Price/unit	Total Price
Tomatoes	Large Fancy	1 lug	$9.00	$9.00
Potatoes	Idaho Large	1 bag 50#	$45.00	$55.00
Chicken	Frying Grade B	5 cases	$12.50	$64.00
Pork Chops	Loin cut 4/lb.	15 lbs.	$1.69	$28.73

CONSUMABLE

WORKSHEET #3 (Continued)

BUYER'S FOOD/PURCHASE ORDER

Name	Specs.	Unit	Price/Unit	Total Price
Tomatoes	Large Fancy	1 lug	$9.00	$9.00
Potatoes	Idaho Large	1 bag 50#	$45.00	$45.00
Chicken	Frying Grade A	5 cases	$12.50	$64.00
Pork Chops	Loin cut 3/lb.	17 lbs.	$1.69	$28.66

1. What item(s) from the above order would be stated on inventory as accepted?

2. What item(s), if any, should be rejected?

3. Does a credit memorandum need to be written for this order? Why or why not?

   What information should be included in a credit memorandum?

CONSUMABLE

PART I - BASIC

POST-TEST

Food and Beverage Cost Control

I. Read each statement below carefully. If it is true, circle the "T"; if false, circle the "F".

T F 1. Requisitions can be made verbally or in writing.
T F 2. A requisition is a record keeping item.
T F 3. Requisitions should not be accepted unless it is signed by the cook.
T F 4. Current food costs are determined via the requisitions.
T F 5. The storeroom clerk is responsible for checking the requisition against what is taken out.
T F 6. Stamp items with date ordered when they arrive.

II. Read the questions below carefully. Circle the letter of the answer which best completes the question.

1. Which of the following is not necessary when filling out a requisition?
   a. quantity needed
   b. price of item .
   c. name of item
   d. federal grade

2. Storerooms should be arranged:
   a. with newest supply items up front
   b. according to size
   c. with newest supply items in back
   d. according to frequency of use

3. The primary reason of securing storage is to:
   a. prevent stealing
   b. maintain quality control
   c. maintain the inventory
   d. cost out the items

4. Which of the following is not a purchase specification?
   a. date
   b. quality
   c. size
   d. quantity

5. If an item is rejected by the receiving clerk:
   a. he does not keep a copy of the order
   b. he doesn't sign anything
   c. he does not have to indicate why he didn't accept it
   d. he can get a credit memorandum

CONSUMABLE

POST-TEST (Continued)

III. Match the statements in Column A with the correct term in Column B. Write your answers in the blank provided.

Column A	Column B
_____ 1. Fresh and frozen foods.	a. Invoice
_____ 2. A written request for food.	b. Purchase specification
_____ 3. Packaged and canned items.	c. Dry items
_____ 4. Written description of food item.	d. Requisition
_____ 5. Written to be used against future orders.	e. Wet items
_____ 6. A listing of goods on hand.	f. Credit memorandum
_____ 7. A list of shipped goods.	g. Inventory
	h. Purchase order
	i. Purveyor

IV. Place a check beside those rules which help storeroom security.

_____ a. open during all hours of restaurant operation
_____ b. issue keys to all employees
_____ c. change locks periodically
_____ d. letting food out only by requisition
_____ e. only one key available during each shift
_____ f. record all items leaving on inventory
_____ g. incorporating the honor system
_____ h. store only dry items

V. Place a check beside those items that are stored according to the rules for dry items.

_____ a. spaghetti
_____ b. bananas
_____ c. tuna
_____ d. rice
_____ e. butter
_____ f. dehydrated soup
_____ g. saltine crackers
_____ h. ice cream
_____ i. cabbage

PART I - BASIC

FINAL CHECKOUT PERFORMANCE EVALUATION

Food/Beverage Cost Control

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. Accurately requisition food/beverage and/or supplies for work stations.			
2. Accurately categorize all items as to their ideal storage conditions.			
3. Compare food/beverage and/or supplies received against purchase specifications and accept/reject them accordingly.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FOOD & BEVERAGE COST CONTROL

PART II - ADVANCED

Competence Area: H. Management

Competency Statement: 5.00 Conduct Food And Beverage Cost Control Procedures

Level

Tasks: .04 Issue food/beverage and/or supplies for requisition-- Advanced
- a. distribute supplies from requisition
- b. establish par inventory system for recording

.05 Inventory food/beverage and/or supplies------------- Advanced
- a. identify types of inventory
- b. conduct physical inventory

.06 Purchase food/beverage and/or supplies--------------- Advanced
- a. determine use of convenience foods
- b. determine food specifications
- c. determine food needs
- d. compile food order
- e. order materials

.07 Determine actual costs per serving of food/beverage items-- Advanced

.08 Determine menu prices of food/beverage items--------- Advanced

Specific Student Performance

1. Given a completed requisition, the student demonstrates the correct procedure for issuing and recording food/beverage and/or supplies.
2. Given a storage area with a variety of food products, the student will inventory the food supplies and report accurately on paper the difference, if any, in perpetual and physical inventories.
3. Given a standardized recipe that serves 50, the student will compile a food order to purchase the exact quantity and quality of food/beverage and/or supplies needed to prepare and serve the given menu item(s).
4. Given a standardized recipe and the wholesale cost of the food items, the student will accurately calculate in writing the actual costs per serving of the menu item.
5. Given the total ingredient costs of a menu item, the student will accurately compute the menu price within pre-established budget information.

Prerequisites: Modules #1-50

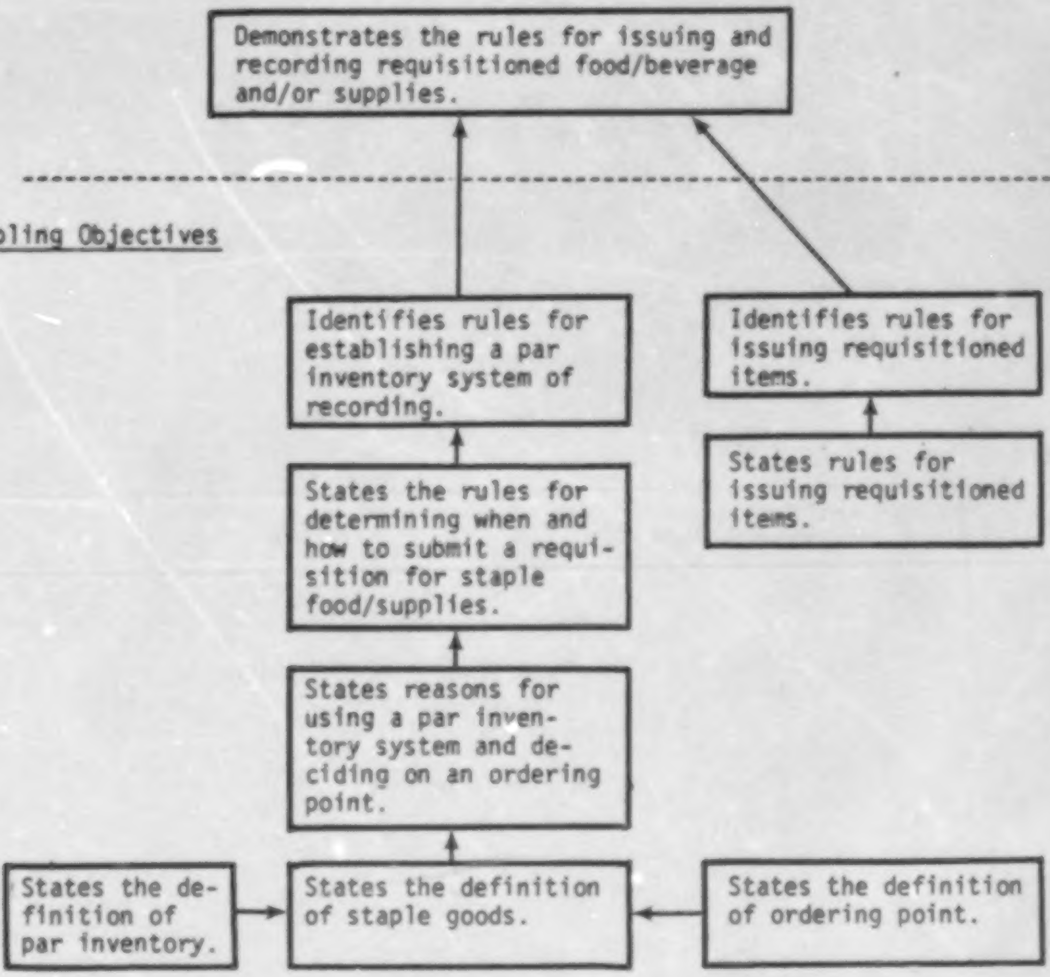
PART II - ADVANCED

LEARNING HIERARCHY

Specific Student Performance

Given a completed requisition, the student demonstrates correct procedure for issuing and recording food and/or supplies.

Performance Objective



Demonstrates the rules for issuing and recording requisitioned food/beverage and/or supplies.

Enabling Objectives

Identifies rules for establishing a par inventory system of recording.

Identifies rules for issuing requisitioned items.

States rules for issuing requisitioned items.

States the rules for determining when and how to submit a requisition for staple food/supplies.

States reasons for using a par inventory system and deciding on an ordering point.

States the definition of par inventory.

States the definition of staple goods.

States the definition of ordering point.

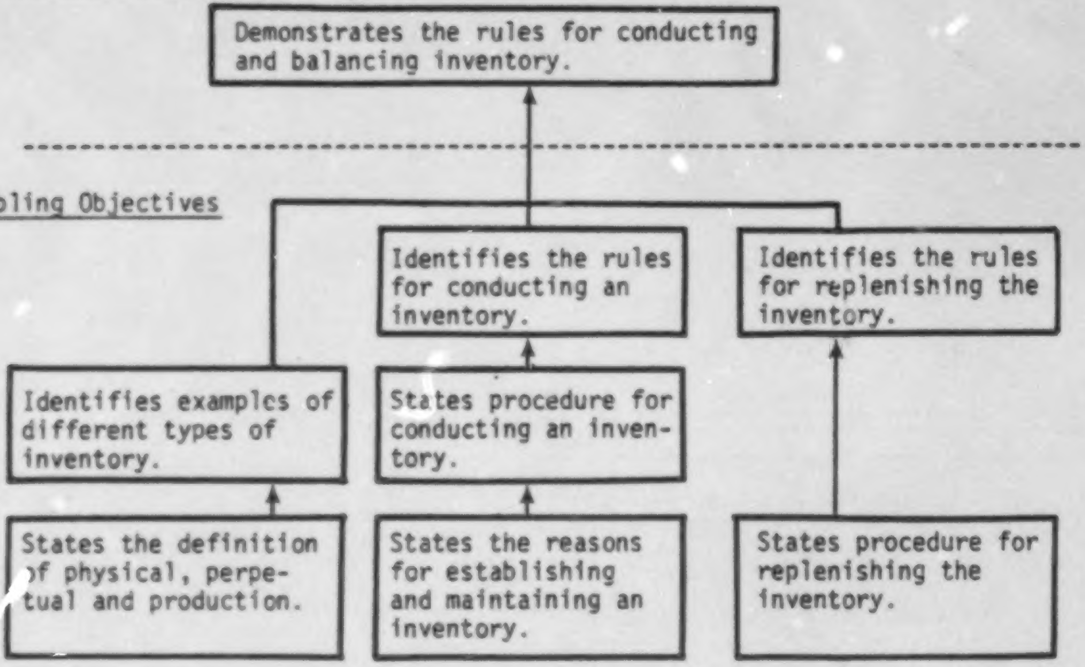
PART II - ADVANCED

LEARNING HIERARCHY (Continued)

Specific Student Performance

Given a storage area with a variety of food products, the student will inventory the food supplies and report accurately on paper the difference in perpetual and physical inventories.

Performance Objective



Demonstrates the rules for conducting and balancing inventory.

Enabling Objectives

Identifies the rules for conducting an inventory.

Identifies the rules for replenishing the inventory.

Identifies examples of different types of inventory.

States procedure for conducting an inventory.

States the definition of physical, perpetual and production.

States the reasons for establishing and maintaining an inventory.

States procedure for replenishing the inventory.

PART II - ADVANCED

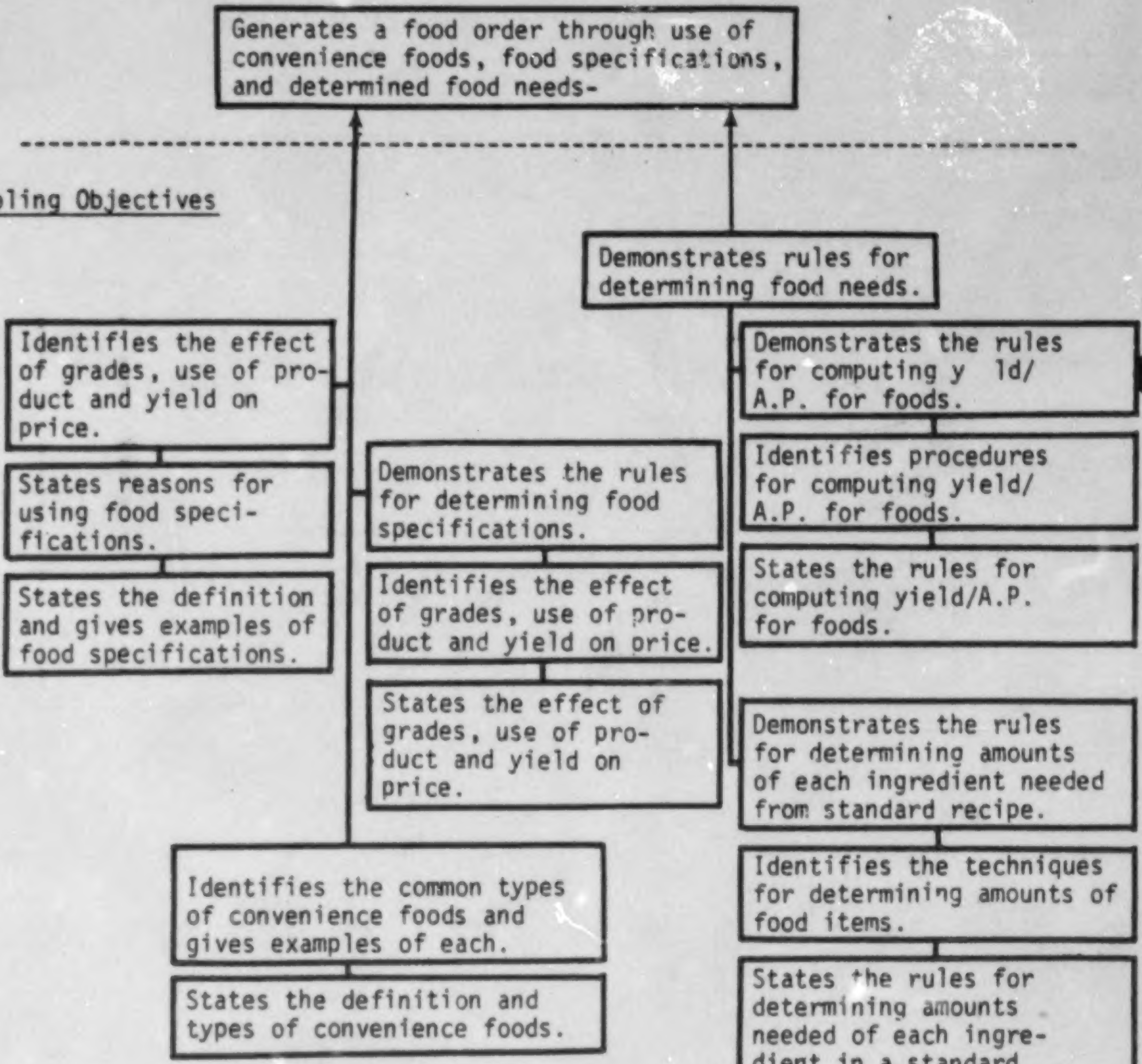
LEARNING HIERARCHY (Continued)

Specific Student Performance

Given a standardized recipe that serves 50, the student will compile a food order to purchase the exact quantity and quality of food/beverage and/or supplies needed to prepare and serve the given menu item.

Performance Objective

Enabling Objectives



Generates a food order through use of convenience foods, food specifications, and determined food needs-

Identifies the effect of grades, use of product and yield on price.

States reasons for using food specifications.

States the definition and gives examples of food specifications.

Demonstrates the rules for determining food specifications.

Identifies the effect of grades, use of product and yield on price.

States the effect of grades, use of product and yield on price.

Identifies the common types of convenience foods and gives examples of each.

States the definition and types of convenience foods.

Demonstrates rules for determining food needs.

Demonstrates the rules for computing yield/A.P. for foods.

Identifies procedures for computing yield/A.P. for foods.

States the rules for computing yield/A.P. for foods.

Demonstrates the rules for determining amounts of each ingredient needed from standard recipe.

Identifies the techniques for determining amounts of food items.

States the rules for determining amounts needed of each ingredient in a standard recipe.

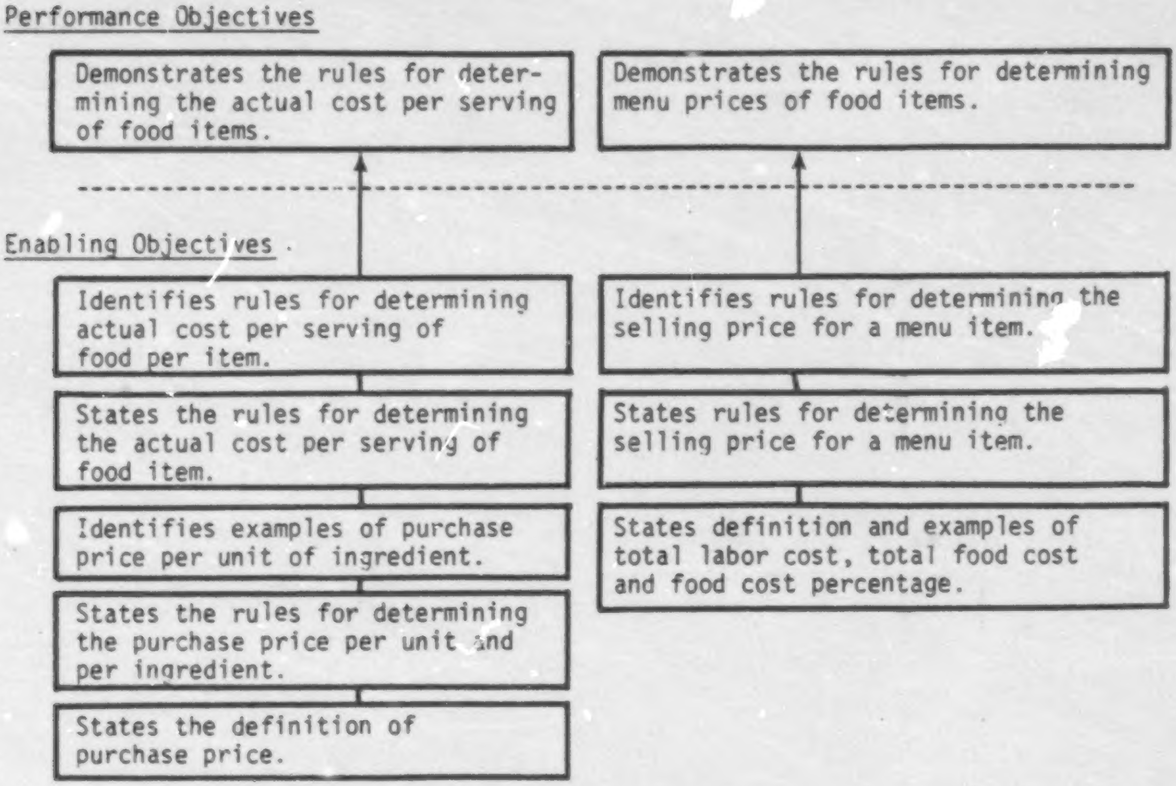
PART II - ADVANCED

LEARNING HIERARCHY (Continued)

Specific Student Performance

Given a standardized recipe and the wholesale cost of the food items, the student will accurately calculate in writing the actual costs per servings of the menu item.

Given the total ingredient cost of a menu item, the student will accurately compute a menu price within pre-established budget information.


Performance Objectives
Demonstrates the rules for determining the actual cost per serving of food items.
Demonstrates the rules for determining menu prices of food items.
Enabling Objectives
Identifies rules for determining actual cost per serving of food per item.
States the rules for determining the actual cost per serving of food item.
Identifies examples of purchase price per unit of ingredient.
States the rules for determining the purchase price per unit and per ingredient.
States the definition of purchase price.
Identifies rules for determining the selling price for a menu item.
States rules for determining the selling price for a menu item.
States definition and examples of total labor cost, total food cost and food cost percentage.

PART II - ADVANCED

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet #1.
5. Complete worksheet #1. Consumable.
6. Read and study information sheet #2.
7. Complete worksheet #2. Consumable.
8. Read and study information sheet #3.
9. Complete worksheet #3.
10. Read and study information sheet #4.
11. Complete worksheet #4.
12. Read and study information sheet #5.
13. Complete worksheet #5.
14. Request post-test from instructor - complete. Consumable.
15. Turn completed work in to instructor.
16. Request final checkout performance evaluation from instructor - complete.

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

ISSUING

1. Go over objectives and vocabulary words with the students.
2. Discuss and read information sheet #1.
3. Set up a mock storeroom. Divide the class into teams of two-three. There should be an even number of teams. One team role plays as storeroom clerk and the other team as "runner" with requisitions. The clerks must set up the storeroom as noted on information sheet #1. The runners must fill out a requisition for food and take it to the clerks. The runners check clerks for accuracy in filling the requisition and in the order they fill it. Teams switch.
4. Complete worksheet #1.

INVENTORY

1. Go over objectives and vocabulary words with the students.
2. Direct each student to read information sheet #2. After reading, hand out an inventory sheet and assign two people to a team. Each team is to take a physical inventory of an assigned area in the classroom (the area does not have to contain food, books will work just as well).
3. Complete worksheet #2.

PART II - ADVANCED

PROCESS SHEET (Continued)

PURCHASING

1. Go over objectives and vocabulary words with the students.
2. Introduce "Purchasing" with bulletin board ideas: "Control Your Purchasing" (information sheet #3). Introduce "Convenience Foods" with bulletin board ideas: "Convenience Foods" (information sheet #3).
3. Use information sheets #3 and #4 as transparencies to discuss food Specifications, needs and compiling a food order.

DETERMINING COST PER SERVING OF FOOD ITEM
DETERMINING MENU PRICES OF FOOD ITEMS

1. Go over objectives and vocabulary words with the students.
2. Direct each student to read information sheet #5 or teacher may discuss.
3. Use worksheet #5 as a transparency to combine both objectives into one activity.
4. Other recipes may be used, and teacher preplan answers for classroom work and discussion.

Alternatives - Enrichment

I. Suggested Readings

Hotel-Motel Management Series and their workbooks by ITT Educational Services, Inc., 1971 edition.
- Food and Beverage Purchasing
- Menu Planning and Foods Merchandising
- Food and Beverage Cost Controls

II. Audio-Visual Aids

Filmstrip - Food Services Skills and Equipment: Quality and Cost Control
(From Prentice-Hall Media, 150 White Plains Rd., Tarrytown, NY 10591)

III. Activities

1. Invite guest speakers from the hotel/motel and restaurant industries to speak about careers in food service.

PART II - ADVANCED

PROCESS SHEET (Continued)

2. Take field trip to food service operation and discuss its operation with the manager.
3. Take a field trip to a food processing plant to learn about the cost involved in processing a food.
4. Let the advanced student be a "Manager For The Day." He must assume all responsibilities.

PART II - ADVANCED

PRE-TEST

Food and Beverage Cost Control

I. Choose the correct answer. Write the letter in the blank provided.

_____ 1. An example of a convenience food is:
- a. McDonald's Big Mac
- b. powdered gelatin
- c. fresh potatoes
- d. margarine

_____ 2. If you operate a restaurant, you buy your food from a:
- a. retailer
- b. C.U.I.A
- c. wholesaler
- d. trucker

_____ 3. To order food items for purchase, you write your order on:
- a. letter head stationary
- b. purchase order
- c. requisition form
- d. an inventory form

_____ 4. A salesman who calls on places of business is a:
- a. conveyor
- b. vendor
- c. purchaser
- d. wholesaler

_____ 5. When filling requisitions, assemble:
- a. the nonperishable items first
- b. the perishable items first
- c. the nonperishable items at time of pick-up
- d. in the order placed

_____ 6. The order point for par inventory is set just above the:
- a. maximum stock level
- b. average stock level
- c. minimum stock level
- d. minimum storage level

_____ 7. To find cost per serving divide:
- a. the purchase price by # of items
- b. the inventory price by # of items
- c. the ingredient cost by # of servings
- d. the purchase price by # of servings

PRE-TEST (Continued)

_____ 8. To find the menu price for food items, divide:
- a. purchase price by ingredient cost
- b. total ingredient cost by food cost percentage
- c. total ingredient cost by labor cost estimate
- d. purchase price by food cost percentage

_____ 9. In the FI-FO system of storage:
- a. the newest items are used first
- b. the newest items are used last
- c. the oldest items are used last
- d. the oldest items are put in the back

_____10. A recipe used over and over in the exact same way is:
- a. quantified
- b. measured
- c. standardized
- d. common

II. Read each statement below carefully. If it is true, circle the "T"; if false, circle the "F".

T F 1. Assemble requisitions from the storeroom a day before.
T F 2. List items requisitioned on the par inventory.
T F 3. Staple goods are those items that are constantly on the inventory.
T F 4. Par inventory means to order when the minimum level is reached.
T F 5. The physical inventory is usually done once a week.
T F 6. The perpetual and physical inventories should be equal and balance exactly.
T F 7. The edible portion is what is left after shrinkage and waste.
T F 8. In setting the food specification, the end use of the product is not important.
T F 9. AP means as processed.
T F 10. Competitive bidding is the most frequently used buying method in food service.

PART II - ADVANCED

STUDENT GUIDE SHEET

*Directions: To Student: Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performances to your instructor. If you feel that you are able to perform these without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet #1.
3. Complete worksheet #1.
4. Read and study information sheet #2.
5. Complete worksheet #2.
6. Read and study information sheet #3.
7. Complete worksheet #3.
8. Read and study information sheet #4.
9. Complete worksheet #4.
10. Read and study information sheet #5.
11. Complete worksheet #5.
12. Request post-test from instructor - complete.
13. Turn completed work in to instructor.
14. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. A. P. (as purchased) - The physical appearance, weight, and quality of a food item at the time of purchase before any preparations have taken place.

2. E.P. (edible portion) - The part of meats, vegetables, or fruits left after shrinkage and waste in the preparation of the food item.

3. FI-FO (first in-first out) - The newest supply items are placed in the back of items already in storage. The items stored the longest will be used before using new items. This system is used to maintain quality and prevent spoilage.

4. Convenience Food - Those foods that are partially prepared by a food manufacturer. They can then be fully prepared by reheating, thawing, or reconstituting.

VOCABULARY (Continued)

5. Federal grades - U.S. Dept. of Agriculature certification that a food item has met government specifications. Grades refer to characteristics in foods such as visual appearance, color, uniformity of size, degree of ripeness and wholesomeness.

6. Food Specifications - A concise written description of a food item specifying name of item, quantity, quality, size, and other information.

7. Inventory - An itemized storeroom of goods or a listing of those goods.

8. Labor Cost - The actual work of employees measured in dollars.

9. Maximum/Minimum Stock Level - A pre-established stock level to provide a means of alerting the buyer to food needs, especially the staple goods.

10. Order Point - The point just above the minimum stock level. The time to reorder.

11. Par Inventory - The normal or average stock that is present in the storeroom at all times; examples would be - flour, sugar, salt.

12. Perpetual or "Running" Inventory - This type of inventory never stops. The daily inventory of goods which fills requisitions and is supplie by new or daily shipments.

13. Physical Inventory - The actual counting of all food items that are in all storerooms, freezers, refrigerators, and the food that is already in production.

14. Production Inventory - The total cost of foods that have been or are in use in the preparation of menu items.

15. Purchase Order - An order form used to order goods that are not often used or to order goods that will exceed the planned budget. Purchase order and food order may be used interchangeably in most cases.

16. Retail - The sale of small quantities of goods directly to the customer.

17. Standardized Recipe - Written recipe that is used repeatedly in the exact same way with the same quantity of ingredients.

18. Staple Goods - Those items that are regularly stocked and are in constant demand, such as flour, sugar, and salt.

VOCABULARY (Continued)

19. Supply And Demand - A rule that says that if the supply of an item is great the demand for that item will be low; if the supply of an item is small, the demand will be great.

20. Wholesale - The sale of large quantities of goods to retailers/business operations who then sell them to consumers.

21. Wholesomeness - Promoting of good health or well-being; tending to suggest health or soundness of body and mind.

#1 INFORMATION SHEET

Issuing Food

As food items are received and dated, they are placed in specific areas of the storeroom. Similar items are grouped together, (for example, apples would be stored with apples), and the food items are alphabetized. The FI-FO (first in - first out) system is used to maintain quality and prevent spoilage. When new items are received, they are placed at the back and the older items are moved forward.

REQUISITION

INVENTORY SHEET

The storeroom receives requisitions daily and weekly and is subject to periods of tremendous activity. To prevent a traffic jam at the storeroom, the storeroom should:

1. anticipate as much work as possible and have it ready for pickup
2. allow only one person from each department to pickup food
3. have a central pickup point away from the storeroom door
4. issue from a requisition only.

Issuing procedure for the storeroom:

a. On the day before the items are needed, begin to assemble the order with nonperishable items.
b. At the time of pickup, add perishable items.
c. When the runner arrives for pickup, the storeroom double-checks the order against the requisition.
d. All items that are requisitioned are listed on the storeroom inventory or "par" inventory.

INFORMATION SHEET #1 (Continued)

Par Inventory

Par inventory is a system developed to prevent the possibility of running out of an item, especially staple goods. Staple goods are those items that are regularly stocked and are in constant demand, such as flour, sugar and salt.

Par inventory has a set order point and a maximum/minimum stock level on hand at all times. The ordering point is that point just above the minimum level. At this point, the reorder is made. By using par inventory method, the storeroom should never run too low or be overloaded with food items. It prevents overloading the storeroom, reduces the amount of money needed for working capital, reduces the payroll, reduces losses due to shrinkage, spoilage, and stealing.

Example Of A Par Inventory System

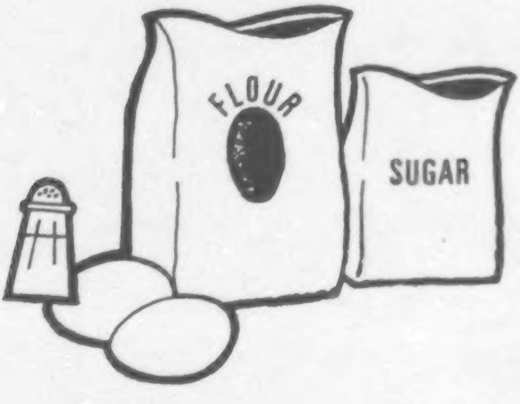
The storeroom uses 20 cans of peaches per week and delivery time is one week.

The ordering point is 30 cans since it takes one week for delivery.

After one week's use, there are only 10 cans in reserve (minimum level).

To prevent being so low, reorder for two weeks. Now there are 50 cans, 20 + 20 + 10 in reserve.

The maximum level is 50 cans.



WORKSHEET #1

Directions: Read and answer the following questions in the space provided.

1. Explain how food items are stored in the storeroom.

2. Define par inventory. Why use a par inventory system?

3. Define "ordering point".

4. The storeroom receives a requisition for the following items: 2 loaves bread, 2 gallons milk, #303 can peas, #10 can apples, 17 lb. pork chops and 12 oz. slice cheese. State the procedure the storeroom goes through to fill this order and place the food items next to the appropriate step.

   1.

   2.

   3.

   4.

5. How do you know when it is time to reorder staple goods (using a par inventory system)? Be specific.

#2 INFORMATION SHEET

Inventory

A sufficient inventory is one that has enough food available at all times to meet customer demands. The purpose of inventory is to have enough food to meet the demands of customers. This doesn't mean cramming the stockroom with an over-supply of items. The inventory must be planned to meet daily or weekly needs. This planning comes through carefully determining food needs.

Every food service operation sets a maximum and minimum stock level. If the stock is low, a customer may stalk out because something he wanted wasn't available. If there is too much food, too much money is tied up, and the chance of food spoilage increases. The maximum/minimum stock level alerts the buyer that it is time to replenish the inventory.

When to reorder

1. Stock should never reach the minimum level before it is reordered.
2. Management should set a figure just above the minimum level called "ordering point."
3. When the stock reaches the order point an order should be placed.

To be of any value, the inventory must reflect the true value of the foods in storage. The perpetual inventory or "running inventory" shows how much of each item is on hand at all times. All receipts are added to the perpetual inventory and all issues are subtracted.

Physical Inventories, the actual counting of all food items, must be taken periodically to update the running inventory. In most food operations, this is done the last day of each month.

INFORMATION SHEET #2 (Continued)

The difference between the perpetual and the physical inventory shows the manager if there has been theft, spoilage, or faulty record keeping.

A physical inventory consists of two parts:

1. The perpetual "running inventory". Shows how much of each item is on hand at all times.
2. The production inventory. The total cost of foods that have been or are in use in the preparation of menu items.

How To Conduct A Physical Inventory:

✓

Check the perpetual inventory. This is how the inventory should be; if records are accurate, and there hasn't been any dishonesty.

Double-check the inventory by listing on a inventory sheet all food items in the storeroom. Now list all food items that are presently involved in the preparation of menu items.

* The perpetual and the physical inventories should be equal and balance exactly. If they do not, recheck the physical to see if items have been overlooked.

✓✓

WORKSHEET #2

I. Directions: Read and answer the following questions in the space provided.

1. Define and explain the purpose of inventory.

2. When is it time to replenish the inventory?

3. List the two different types of inventory.

   a.
   b.

4. Define the parts of the physical inventory.

5. Why is it necessary to conduct a physical inventory?

6. List the steps for conducting a physical inventory.

II. Conduct a physical inventory on the kitchen below. Fill in the inventory sheet and answer all questions. (See next page)

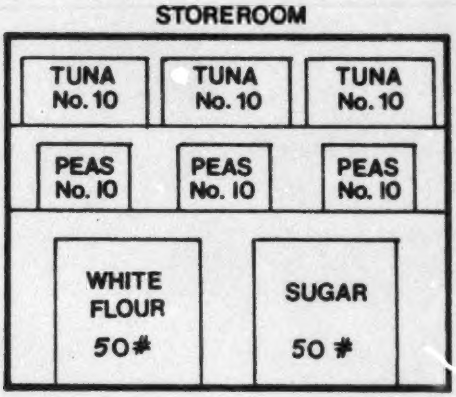
PERPETUAL INVENTORY

Product	Quantity	Price/Unit	Total Price
Peanut butter	5 lb.	.79	$3.95
Tuna No. 10	5	.99	$5.94
Bread, cracked 25 slices/loaf	5 loaves	.69	$3.45
English peas No. 10	3	1.98	$5.94
White Flour	50#	.99/lb.	$49.50
Sugar	50#	1.39/lb.	$69.50

WORKSHEET #2 (Continued)

*TODAY'S PRODUCTION SCHEDULE

50 portions
Peanut Butter Sandwiches - 4 lb. peanut butter
cracked Bread - 100 slices


STOREROOM
TUNA No. 10
TUNA No. 10
TUNA No. 10
PEAS No. 10
PEAS No. 10
PEAS No. 10
WHITE FLOUR 50#
SUGAR 50#

INVENTORY SHEET

Name	Quantity	Price/Unit	Total Price

Does the inventory balance? Why or why not?

#3 INFORMATION SHEET

Introduction To Purchasing

Whatever the type of menu or operation, quality food will not be produced until quality foods are purchased. The reputation of an operation and its financial success depend on the buying of quality products at the right price.

The success of a food operation starts with the food purchaser bacause he is in the position to provide savings at the very beginning.

CONTROL YOUR PURCHASING. . . . .

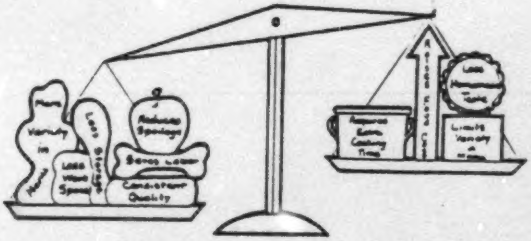
1. Take advantage of seasonal foods
2. Understand quality, amounts, sizes and weights.
3. Don't overbuy, even if it's a "bargain."
4. Don't run out of "staples."

Convenience Foods

Convenience foods are now a fact of life in food service operations. Convenience foods are those partially prepared by a food manufacturer , which then can be fully prepared by reheating, thawing, or reconstituting.

The types and examples of convenience foods are:

Types	Examples
a. frozen.	.cakes, pies, breads
b. canned.	.pie filling, pudding
c. dehydrated.	.gelatins



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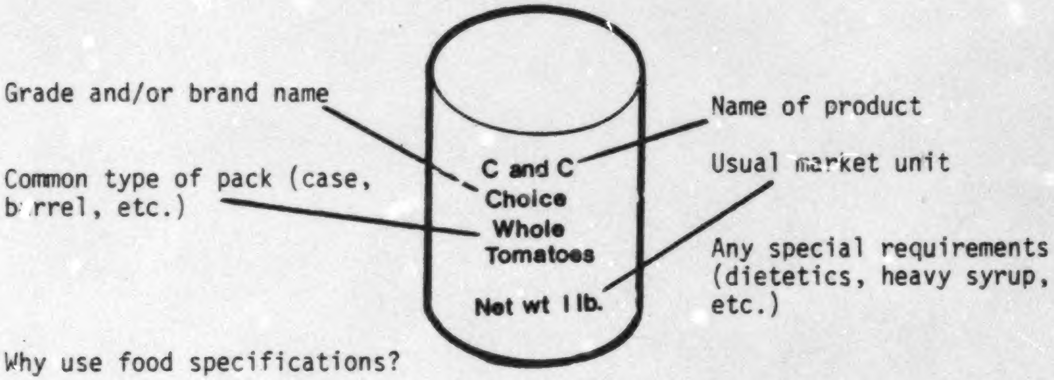
INFORMATION SHEET #3 (Continued)

Food Specifications

A specification is nothing more than a description of a food item written in specific terms. Each specification defines or describes the exact food requirements of the preparation department. They must be easily understood by both the buyer and the seller.

All specifications should include:

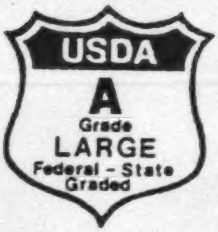

Grade and/or brand name
Name of product
Common type of pack (case, barrel, etc.)
Usual market unit
Any special requirements (dietetics, heavy syrup, etc.)
C and C
Choice
Whole
Tomatoes
Net wt 1 lb.

Why use food specifications?

1. To establish communication between the buyer and the seller.
2. To buy products to match the needs of the menu, customer tastes, the ultimate use of the item, the available storage facilities, and the desired profit margin (how much money is made after all expenses are paid).

Some of the more common grade or quality indicators used by federal inspectors or agencies for food products.

Official grade mark - eggs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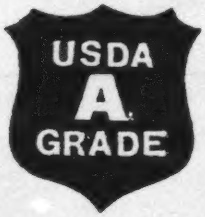
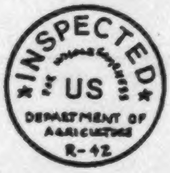
A
Grade
LARGE
Federal - State
Graded

Tell quality (U.S. Grade A, B, or C) on poultry


USDA
A
GRADE

Found only on ready-to-cook poultry, denotes wholesomeness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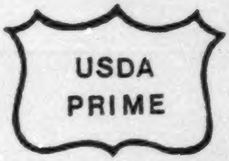
Meat grades (prime,choice and good)



INFORMATION SHEET #3 (Continued)

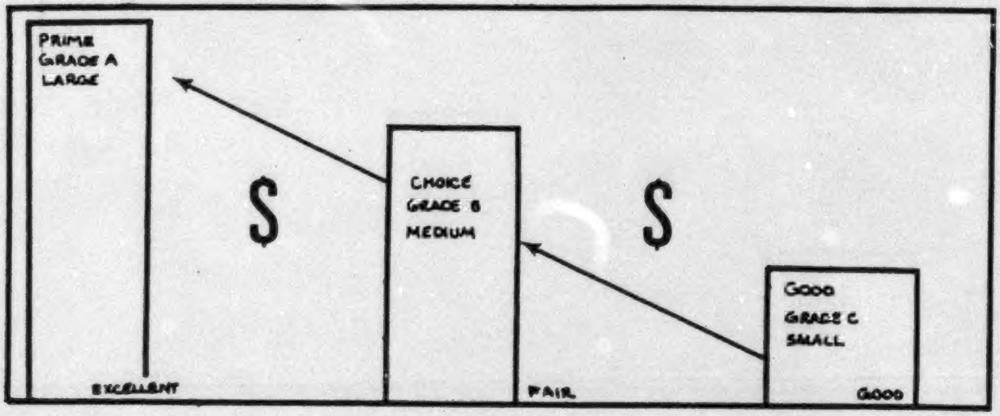
The part of meats, vegetables, or fruits left after the shrinkage and waste in the preparation of the food item is known as the edible portion. To accurately estimate this loss you must consider:

1. Preparation - Some fruits and vegetables lose skins or will be peeled. You can't eat some parts of fruits/vegetables, examples, crown of pineapple, the cob of the corn.

2. Cooking - Cooking meats causes shrinkage, more in some meats than others. The more fat a meat has the more shrinkage that will occur in the cooking process. The higher the cooking temperature, the more shrinkage; and also, the longer the cooking time, the more shrinkage. Examples: one pound of ground round (hamburger) after cooking will weigh only 0.60 pounds.

In setting the specification, the end use of the product must be determined The purchaser may be able to reduce the in-house pre-preparation or preparation procedures by varying the form or type of the item. Example: An a la carte order of sliced tomatoes would require large perfect (fancy) tomatoes but if the tomatoes were to go into a salad, a lower grade tomato would be acceptable.

"CHEAP FOOD IS NOT GOOD FOOD AND GOOD FOOD IS NOT CHEAP FOOD"



CONSUMABLE

WORKSHEET #3

I. Read and answer the following questions in the space provided.

1. Define and list two reasons for using food specifications.

   A food specifications is ______________________________

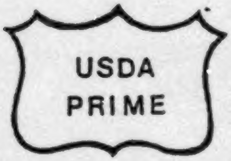
   ____.

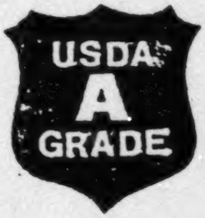
   1.

   2.

2. What descriptive information is found in food specifications?

3. Match the food item to the correct official shield which can be found on the item. FOOD ITEMS: eggs, poultry, ready-to-cook poultry, meats

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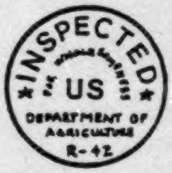
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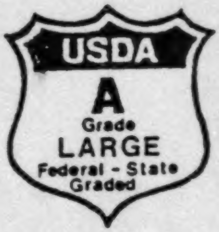
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II. Read each question below. Circle the letter of the correct answer.

1. If you were to prepare grilled hamburgers, which would you purchase?
   a. ground meat that is 30% fat
   b. ground meat that is 15% fat

2. If you had only a short period of time to prepare an apple pie, which would you use?
   a. fresh apples
   b. canned prepared apples

3. If you were preparing a meat spaghetti, which would you purchase?
   a. prime ground meat
   b. choice ground meat

WORKSHEET #3 (Continued)

III. Read each statement carefully. If the statement is true, write "True" in the blanks provided; if false, write "False."

__________ 1. The higher the quality of food items the higher the price.

__________ 2. The correct order for meat grades is standard, good and prime.

__________ 3. Fresh fruits and vegetables are examples of convenience foods.

__________ 4. The higher the quality of meat, the larger the yield after cooking.

#4 INFORMATION SHEET

Food Needs

Determination of food needs is a major phase of the total purchasing responsibility. "Needs" refer to quality as well as quantity, both of which are closely related to the actual cost controls.

Quantities of food needed are based on:

1. number of persons to be served
2. the size of portion to be served
3. the amount of waste and shrinkage loss involved in the preparation

How do you determine the food need? The very first step is to use a standardized recipe. Standardized recipes are written recipes that are used repeatedly in the exact same way with the same quantity of ingredients.

The standard recipe tells every person who reads it the exact same things. It states: ingredients, measurements, procedures, yield, and portion size. The ingredients may be stated in EP (edible portion) or AP (as purchased).

AP (as purchased) means the actual weight of the food item at the time of purchase. Example: one pound of hamburger (AP) will weigh about 0.60 pounds (E.P.)

STANDARDIZED RECIPE

Mashed Potatoes

Boil: 30-50 min. or
Steam: 30-45 min.

Yield: 50 5-oz. portions

Amount	Ingredient	Method
12 lb. (E.P.)	Potatoes	Steam or boil potatoes. When done, drain and place in mixer bowl. Mash (low speed) until there are no lumps. Whip (high speed) about 2 min.
2-2 ½ pt.	Milk, hot	Add milk, butter, and salt to potatoes. Whip (high speed) until light and creamy.
8 oz.	Butter or margarine	
3 T	Salt	

INFORMATION SHEET #4 (Continued)

Steps To Determining Food Needs

Directions: Start at the bottom step (#1) and work your way up the steps to determine food needs. After completing this page, turn to worksheet #4.

8 You now have the amount of food needed for one menu item!

7 Check the inventory. The amount of ingredients required minus what is in inventory = the amount of each ingredient you need to purchase.

6 Adjust the ingredients as needed to compensate for E.P./A.P.

5 Are the meats, fruits, or vegetables stated in E.P. or A.P.? If the major ingredient is stated in E.P. then you must determine A.P.

Example: The standardized recipe for Mashed Potatoes calls for 12 lb. (E.P.) potatoes. To determine the amount of potatoes to purchase:

$$\frac{\text{12 lbs. (E.P.)}}{\text{percentage yield (.81)}} = \text{14.8 lbs. to purchase (A.P.)}$$

(The percentage yields for meats, fruits, and vegetables can be found in Food For Fifty).

4 Determine food specifications for meats, fruits, and vegetables.

3 State the amount or quantity listed for each ingredient.

2 Examine the ingredients and classify them into groups; meats, fruits, vegetables, others.

1 Always use a standardized recipe. It will tell you:

1. the number of persons to be served (yield)
2. the portion size

INFORMATION SHEET #4 (Continued)

Compiling A Food Order

Now that you can determine the food needs of one menu item, how do you compile a food order for more than one menu item?

1. Determine which menu items you will be preparing.

2. Determine the food needs for each menu item; classify all the ingredients into meats/poultry, or fruits/vegetables, or supplies.

FRUIT/VEGETABLE ORDER SHEET

Name	Spec.	Amt. Needed	Amt. On Hand	Amt. To Order	Price Quotations Vendors 1	2	3
FRUITS Tomatoes VEGETABLES	Fancy large	2 lugs	½ lug	2 lugs			

3. State on the order form:
   a. name of the product
   b. food specifications
   c. amount needed
   d. amount on hand
   e. amount to order (amount needed minus amount on hand)

When compiling a food order, keep in mind the following:

1. Remember the common pack sizes. You would not order 6 #303 cans when one #10 can would do.
2. Some purveyors will not break lots (portions or units), you may have to round up to the nearest whole lot.
3. Be sure your specifications are written in specific and exact language. Vendors may try to substitute if they can.

INFORMATION SHEET #4 (Continued)

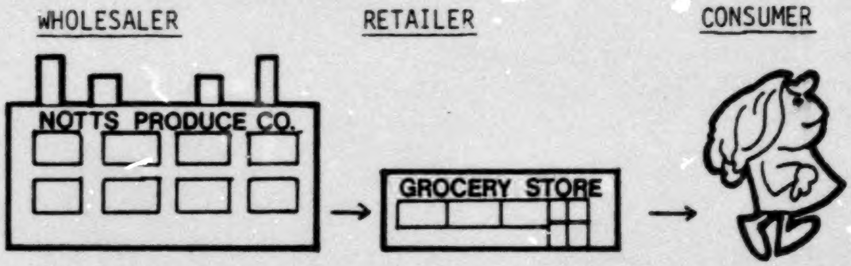
Order Materials

Many buying methods are available, but the most frequently used in food service are the competitive bid and direct and open market buying. The competitive bid is used most often by government agencies and large operations to ensure a reasonable price.

Open market buying is used by the majority of institutions. The buyer requests price quotations on specific food items he needs and for specific amounts and quality from at least three vendors or purveyors. A vendor is a salesman who calls on places of business. A purveyor is a company which sells products to business establishments.

The use of price quotations and order sheets on which to record the price given by each seller is a aid to the buyer. Many vendor/purveyors also have price sheets with their most requested items already priced.

To obtain price quotations and price sheets contact wholesale or retail food dealers. Contact between buyer and vendor can be made by telephone, a visit to the market, or through salesman who calls on the buyer.



Almost all institutions or food service operations deal with the wholesaler. This cuts out the middleman (retailer) and saves money for both the food operation and the consumer.

Order Procedures

1. COMPLETE FOOD ORDER SHEETS. Complete the food order sheets with all the required food items.

2. CONTACT AT LEAST THREE VENDORS/PURVEYORS. Contact at least three vendors/purveyors for each food group. Ask for a price quote for the desired items. Or if you already have price sheets, select the price and food specifications that best suits your needs.

3. SELECT THE VENDOR AND PRICE. In choosing a purveyor, supply and price are not often a major factor but rather the buyer chooses a purveyor because of the quality of food he supplies and the additional services he offers.

4. COMPLETE A PURCHASE ORDER. A purchase order is basically the same as a food order but purchase orders are usually only written when buying goods from a source not often used, or when purchases will exceed the scheduled budget. Purchase orders are used mostly for supplies, equipment, or dry goods.

Before ordering materials from a vendor/purveyor, take into consideration the following: Will the purveyor. . . .

1. break down delivered goods into smaller amounts?

2. deliver goods when the buyer needs or wants them?

3. grant credit? This may be a big consideration, especially to smaller food operations

4. provide information and advisory service? For example, does the vendor offer "tips" about possible food storage?

Summary

Purchasing food/beverage and/or supplies can be an easy task once you learn and follow the rules. Below are the steps to purchasing: consider all the parts and never omit one.

1. Determine use of convenience foods
2. Determine food specifications
3. Determine food needs
4. Compile a food order
5. Order materials

CONSUMABLE

WORKSHEET #4

I. Define and list the reasons for using the standardized recipe.

II. Using the standardized recipe below, determine the exact food needs. You may refer back to "Steps To Determining Food Needs."

Buttered Cabbage

Yield: 50 3 oz. portions

Amount	Ingredient	Method
15 lb. (E.P.) 4 gal 2 T	Cabbage Water, boiling Salt	Cut cabbage into wedges or shread coarsely. Cook until tender 15-20 min. Drain
8 oz.	Butter or margarine melted	Add butter

You have in inventory the following:

salt	16 oz.
butter	4 oz.

*percentage yield for cabbage is 0.79

List all the ingredients and their amounts that will be required to prepare the "Buttered Cabbage" in the space provided.

WORKSHEET #4 (Continued)

III. Now compile a food order. Using the standardized recipe above (Buttered Cabbage) and the recipe (Mashed Potatoes) in information sheet #4, round up to the nearest unit. Remember you can't break lots!

You have in inventory the following:

salt	16 oz.
butter	4 oz.

FOOD ORDER SHEET

Name	Specifications	Amt. needed	Amt. on Hand	Amt. to Order
fruits				
vegetables				
supplies				

#5 INFORMATION SHEET

Cost Per Serving Of A Food Item

One of the most important responsibilities of any food service manager is to determine a basis for establishing the selling price for food. The first step in this process is to determine the actual cost per serving of a food item.

Using the recipe for "Cheese Omelets," follow the steps to determine cost per serving.

Cheese Omelettes

Fry on Demand — Yield: two servings

Amount	Ingredient	Method
6	Eggs	Beat eggs. Melt margarine in omelet pan. Add eggs and stir cook. Add sliced cheese to half of omelette and fold half over cheese. Remove to dish.
2 oz.	Margarine	
4 oz.	American Cheese	

Step 1 Identify number of servings. . . . . .2 servings

2 List all ingredients and their amounts. . . . eggs 6

3 List the purchase price for each food (This is obtained from inventory sheet).

4 Divide the purchase price by the number of units/items in that purchase. Example: eggs $0.64/doz. divided by 12 eggs/doz. = $0.053/egg Multiply $0.053 times 6 eggs = $0.31 ingredient cost.

5 Total the ingredient cost.

6 Divide the ingredient cost by the number of servings.

Pricing Menu Items

The pricing of menu items is affected by total labor costs (that part of the cost of producing an item expressed in dollars and cents per unit) and total food cost (how much is paid for the food received).

INFORMATION SHEET #5 (Continued)

Food cost is influenced by supply and demand of food items. If there is a large crop of potatoes then the price falls, if there is a shortage of potatoes then the prices rise. Labor costs also cause food cost to vary. The "middlemen" in the food processing line have a great effect on food cost. The more processing a raw food needs before it gets to the market the greater the final food cost will be.

It is the responsibility of management to determine the food cost percentage. It is usually between 30-50%. *(This will be discussed in the Labor Cost Module).

To determine the selling price for a menu item:

1. Determine the total ingredient cost of a recipe.
2. Using the desired food cost percentage (between 30-50%), divide the total ingredient cost by the food cost percentage.
3. Multiply by 100 and this gives an estimated selling price for the menu item.

WORKSHEET #5

I. Using the recipe (Cheese Omelets) found in information sheet #5, complete the chart below for determing cost per serving of a food item. Purchase prices are: eggs $0.64/doz., margarine $0.65/lb. and cheese $1.33/lb.

Ingredient	Purchase Specifications	Market Cost A.P. per unit	Quantity	Cost
		TOTAL INGREDIENT COST		
		TOTAL COST PER SERVING		

II. Using the same recipe as above, compute the suggested menu price. Use the form below.

Food Cost Percentage is 25%

Ingredient	Purchase Specifications	Market Cost A.P. Per Unit	Quantity	Cost
		TOTAL INGREDIENT COST		
		TOTAL COST PER SERVING		
		FOOD COST PERCENTAGE		
		MENU PRICE		

CONSUMABLE

PART II - ADVANCED

POST-TEST

Food and Beverage Cost Control

I. Match the statements in Column A with the correct term in Column B. Write your answers in the blank provided.

Column A

_____ 1. Partially prepared by manufacturer
_____ 2. Concise written description of a food item
_____ 3. Actual work of employees measured in dollars
_____ 4. The point just above the minimum stock level.
_____ 5. The average stock that is present in the storeroom at all times
_____ 6. Items regularly stocked
_____ 7. The daily count of foods
_____ 8. The foods in use in the menu items
_____ 9. The counting of all food items in the house
_____ 10. What is paid for food received

Column B

a. staple goods
b. par inventory
c. ordering point
d. physical inventory
e. perpetual inventory
f. production inventory
g. convenience food
h. food specification
i. purchase price
j. minimum stock level
k. total labor cost
l. total food cost
m. food cost percentage
n. purchase order

II. Circle the letter of the answer that best completes the statement.

1. To prevent a traffic jam at the storeroom, the clerk should:
   a. fill the requisitions when presented
   b. allow several people in to help
   c. take items to people when they tell you they need it
   d. have a central pickup station

2. Which of the following is not considered a staple item:
   a. flour
   b. sugar
   c. eggs
   d. salt

3. The purpose of inventory is to:
   a. have enough food to meet demands
   b. know the costs of food items
   c. count the staple items
   d. plan the menus

4. The difference between the perpetual and the physical inventory shows:
   a. theft, spoilage or faulty record keeping
   b. the percentage cost
   c. the par inventory
   d. what has been purchased

POST-TEST (Continued)

5. A physical inventory involves:
   a. the perpetual and par inventory
   b. the storeroom and production inventory
   c. the production and par inventory
   d. the perpetual and running inventory

6. To control purchasing:
   a. over buy if it is a bargain
   b. understand quality, sizes and weights
   c. don't buy seasonal foods
   d. only buy for the week

7. Specifications do not usually include:
   a. common name of pack
   b. usual market unit
   c. usual market price
   d. special requirements

8. What is not a reason to use food specifications?
   a. to establish communication between buyer and seller
   b. to buy products to match the menu
   c. to match customer tastes
   d. to maintain an inventory

9. Quantities of food needed are based on:
   a. number of persons to be served
   b. time of the year
   c. size of portion to be served
   d. amount of waste and shrinkage

10. Standardized recipes are not:
    a. written recipes used repeatedly
    b. used in the exact way over and over
    c. used with the same quantity of ingredients
    d. interpreted in different ways

III. Read each statement below carefully. If it is true, circle the "T"; if false, circle the "F".

T F 1. Assemble requisitions from the storeroom a day before.
T F 2. Perishable items can be gathered together the day before when filling requisition.
T F 3. List items requisitioned on the par inventory.
T F 4. Staple goods are those items that are constantly on the inventory.
T F 5. Par inventory insures quality control.
T F 6. Par inventory means to order when the minimum level is reached.

POST-TEST (Continued)

T F 7. Par inventory prevents overloading the storeroom.
T F 8. The buyer watches the maximum/minimum stock level to know when to replenish.
T F 9. The "running" inventory shows how much of each item is on hand at all times.
T F 10. The physical inventory is usually done once a week.
T F 11. The perpetual and physical inventories should be equal and balance exactly.
T F 12. The edible portion is what is left after shrinkage and waste.
T F 13. In setting the food specification, the end use of the product is not important.
T F 14. How the food is to be used often determines the specifications.
T F 15. Food needs refer to quality and quantity.
T F 16. AP means as processed.
T F 17. Standardized recipes do not indicate the portion size.
T F 18. Competitive bidding is the most frequently used buying method in food service.
T F 19. Almost all food service institutions buy from a retailer.
T F 20. To determine the cost per serving, divide the ingredient cost by the number of servings.
T F 21. The food cost percentage is determined by the chef.

IV. Sequence the steps to determine food needs by numbering the steps in the order in which they are done. #1 is the first thing to be done - #9 is the last.

______ a. Subject inventory from amount needed
______ b. Determine food specifications
______ c. Use a standardized recipe
______ d. Adjust ingredients to compensate for EP/AP
______ e. List amount required for each ingredient
______ f. Determine EP/AP
______ g. Check inventory
______ h. Classify the ingredients into groups
______ i. Write down amount to order

PART II - ADVANCED

FINAL CHECKOUT PERFORMANCE EVALUATION

Food/Beverage Cost Control

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. Demonstrates procedure for issuing and recording food/beverage and/or supplies.			
2. Accurately inventory food/beverage and/or supplies.			
3. Compile a food order to purchase needed food/beverage and/or supplies.			
4. Accurately calculate cost per serving.			
5. Accurately calculate menu price within budget.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK ✓✓✓

(51) T.59

WORKSHEET & EVALUATION KEY

PRE-TEST (PART I - BASIC)

I. (1) b, (2) a, (3) a, (4) b, (5) a, (6) c, (7) a, (8) b

II. (1) e, (2) d, (3) c, (4) b, (5) f, (6) g, (7) a

WORKSHEET #1

I. A requisition is a written request for food and is sent to the storeroom. It is necessary for inventory control.

II. See information sheet #1 for sample.

WORKSHEET #2

(1) Requisitions allow only items needed for daily production to leave the storeroom.
(2) See information sheet #2.
(3) Dry food item - any packaged, canned or other processed item that does not require any specific storage. Ex: flour.
Wet food item - fresh fruits and vegetables, fresh meats and dairy products that require refrigerated storage. Ex: eggs
(4) (a) dry, (b) wet, (c) dry, (d) wet, (e) wet, (f) wet, (g) wet, (h) dry, (i) dry, (j) wet, (k) wet
(5) Dry items - with sufficient space and protection against extremes of temperature, insects and rodents.
Wet items - refrigerated or for frozen in freezer at 0° to -20°F.

WORKSHEET #3

I. (1) To make sure specifications are the same as those orders. Check against theft.
(2) Cans swollen; meat substandard.

II.

	Name	Specs.	Unit	Price/unit	Total Price
✓	Tomatoes	Large Fancy	1 lug	$9.00	$9.00
✓	Potatoes	Idaho Large	1 bag 50#	$45.00	$55.00
✓	Chicken	Frying Grade [illegible]	5 cases	$12.50	$64.00
✓	Pork Chops	Loin Cut 4/lb.	15 lbs	$1.69	$28.73

(c) 1. Tomatoes, potatoes
2. Chicken, pork chops
3. Yes, truckdriver's invoice will state a higher cost than the buyer's purchase order. Name and specifications of items rejected, along with reasons for rejection, should be included.

WORKSHEET & EVALUATION KEY (Continued)

POST-TEST (PART I - BASIC)

I. (1) T, (2) T, (3) F, (4) T, (5) T, (6) F.

II. (1) b, (2) c, (3) a, (4) a, (5) d

III. (1) e, (2) d, (3) c, (4) b, (5) f, (6) g, (7) a

IV. c, d, e, f

V. a, c, d, f, g

PRE-TEST (PART II - ADVANCED)

I. (1) b, (2) c, (3) b, (4) b, (5) a, (6) c, (7) c, (8) b, (9) b, (10) c

II. (1) T, (2) T, (3) F, (4) F, (5) F, (6) T, (7) T, (8) F, (9) F, (10) F

WORKSHEET #1

(1) Similar items grouped together; alphabetized; FI-FO system used.
(2) Par inventory is a system developed to prevent the possibility of running out of staples.
(3) That point just above the minimum stock level.
(4) pears -------1. Assemble non-perishables the day before.
apples

bread ------ 2. At time of pickup, add perishables.
milk
pork chops
cheese
3. Double-check the order.
4. List requisitioned items on par inventory.
(5) When inventory level reaches the "ordering point."

WORKSHEET #2

I. (1) Stockpile of enough food to meet customer demands. Purpose is to have on hand food for preparation of all needed food items.
(2) When inventory reaches "ordering point."
(3) Perpetual, physical
(4) Shows manager if theft, spoilage or faulty record keeping has occurred.
(5) 1. Check perpetual inventory
2. Double check perpetual by counting
3. Count all food in production
4. Perpetual and physical should be equal

WORKSHEET & EVALUATION KEY (Continued)

II. See illustration below

INVENTORY SHEET

Name	Quantity	Price/Unit	Total Price
Peanut butter	4 lb	.79	3.16
Tuna No. 10	3	.99	5.94
Bread, cracked	2 loaves	.69	1.38
Peas, No. 10	3	1.98	5.94
Flour, white	1 bag, 50#	.99/lb	49.50
Sugar	1 bag, 50#	1.39/lb	69.50

Inventory does not balance. 1 lb. of peanut butter and 3 loaves of bread are missing.

NOTE! Remember perpetual inventory is that which you should have. Total the production schedule and the storeroom, subtract to determine any difference.

WORKSHEET #3

I. (1) A concise description of a food item written in such a way that the food preparation department's exact requirements are stated to be understood by both buyer and seller.
   1. To establish communication between buyer and seller.
   2. To buy products to match the needs of the menu, customer tastes, the ultimate use of the item, the available storage facilities and the desired profit margin.

(2) Grades and/or brand name, pack type, name of product, unit(s) of weight, any special requirements.

(3) Meats, poultry, ready-to-cook poultry, eggs

II. (1) b, (2) b, (3) b

III. (1) True, (2) False, (3) False, (4) True

WORKSHEET #4

I. A written recipe that is always used in the exact same way with the same quantity of ingredients. It tells every person who reads it the exact same thing. All measurements, ingredients, procedures, yield and portion size will be the same.

WORKSHEET & EVALUATION KEY (Continued)

II. Cabbage - 19 lbs.
Butter - 4 ozs.

III. See illustration below

FOOD ORDER SHEET

Name	Specifications	Amt. needed	Amt. on Hand	Amt. to Order
fruits				
vegetables				
Potatoes	*Idaho*	*14.8 lbs.*	*-0-*	*15 lb*
Cabbage		*19.9*	*-0-*	*20 lb*
supplies				
Milk	*grade A, whole*	*2½ pt.*	*-0-*	*1 gal*
Butter	*grade A, salted*	*1 lb.*	*4 oz*	*1 lb*
Salt	*iodized*	*5 T*	*16 oz*	*-0-*

WORKSHEET #5

See next page

POST-TEST (PART II - ADVANCED)

I. (1) g, (2) h, (3) j, (4) c, (5) b, (6) a, (7) e, (8) f,
(9) d, (10) i

II. (1) d, (2) c, (3) a, (4) a, (5) b, (6) b, (7) c, (8) d,
(9) b, (10) d

III. (1) T, (2) F, (3) T, (4) F, (5) F, (6) F, (7) T, (8) T,
(9) T, (10) F, (11) T, (12) T, (13) F, (14) T, (15) T, (16) F,
(17) F, (18) F, (19) F, (20) T, (21) F

IV. 8, 4, 1, 6, 3, 5, 7, 2, 9

KEY

WORKSHEET #5

I. Using the recipe (Cheese Omelets) found in information sheet #5, complete the chart below for determing cost per serving of a food item. Purchase prices are: eggs $0.64/doz., margarine $0.65/lb. and cheese $1.33/lb.

Ingredient	Purchase Specifications	Market Cost A.P.	per unit	Quantity	Cost
Eggs	*Large, Grade A*	*.64 doz*	*.053*	*6*	*.318*
Margarine		*.65 lbs.*	*.043/oz*	*2 oz*	*.080*
Cheese	*American*	*1.33 lb*	*.083 doz.*	*4 oz*	*.332*
		TOTAL INGREDIENT COST			*.73*
		TOTAL COST PER SERVING			*.365*

II. Using the same recipe as above, compute the suggested menu price. Use the form below.

Food Cost Percentage is 25%

Ingredient	Purchase Specifications	Market Cost A.P.	Per Unit	Quantity	Cost
Eggs	*Large, Grade A*	*.64*	*.053*	*6*	*.318*
Margarine		*.65*	*.040*	*2 oz*	*.080*
Cheese	*American*	*1.33*	*.083*	*4 oz*	*.332*
		TOTAL INGREDIENT COST			*.73*
		TOTAL COST PER SERVING			*.365*
		FOOD COST PERCENTAGE			*25%*
		MENU PRICE			*$2.92*

RESOURCE ITEM REVIEW SHEET

Purchasing

To be able to purchase food/beverage, use the following steps:

- a. determine use of convenience foods
- b. determine food specifications
- c. determine food needs
- d. compile a food order
- e. order materials

Receiving

To ensure receiving food items exactly as stated on the purchased order, compare weight/count, size, quantity, and quality of all incoming supplies.

All accepted items must be dated before storing.

All accepted items must be listed on the inventory sheet.

All non-acceptable items must be recorded on the invoice as "non-acceptable" and credit memorandum written for the purchase price.

Storing

The best security method is the requisition. No food leaves the storeroom without authorization and a requisition.

Dry and wet food items need special storage facilities to ensure that freshness and quality are maintained.

Inventory

A physical inventory is necessary to prevent theft or faulty record keeping.

The physical inventory consists of two parts: perpetual and production.

Requesting

The requisition form must include: names of food items, grades, and quantities. It must be accurate and written legibly.

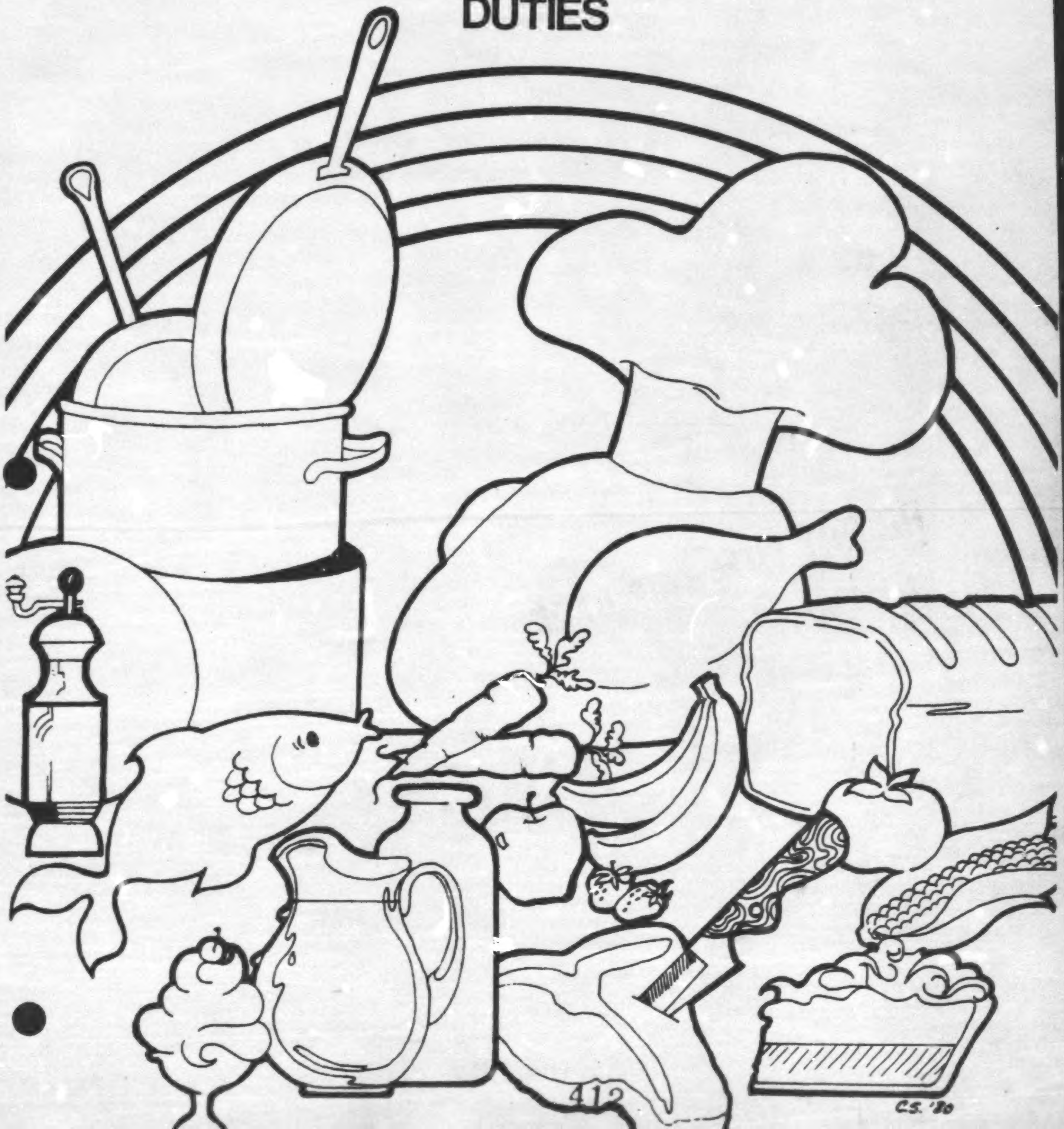
Issuing

Food items in the storeroom should be placed in alphabetical order.

The par inventory system is used to prevent the possibility of running out of staple goods.

Food Service Worker

MODULE 52: PERSONNEL MANAGEMENT DUTIES



PERSONNEL MANAGEMENT DUTIES

Competence Area: H. Management

Competency Statement: 5.00 Direct Personnel Management Duties

Tasks:			Level
	.01	Develop job descriptions, analyses and specifications	Advanced
	.02	Seek potential employees	Advanced
	.03	Interview job candidates	Advanced
	.04	Assess worker performance	Advanced

Specific Student Performance

Given a job title in food service, the student will develop a job description and/or analysis according to established criteria.

Given a job interview situation, the student will interview, research and justify acceptance or non-acceptance of applicant according to established criteria.

Given a worker performance appraisal form, the student will perform an evaluation and compare results with the instructor.

Prerequisites: All other modules

LEARNING HIERARCHY

Specific Student Performances

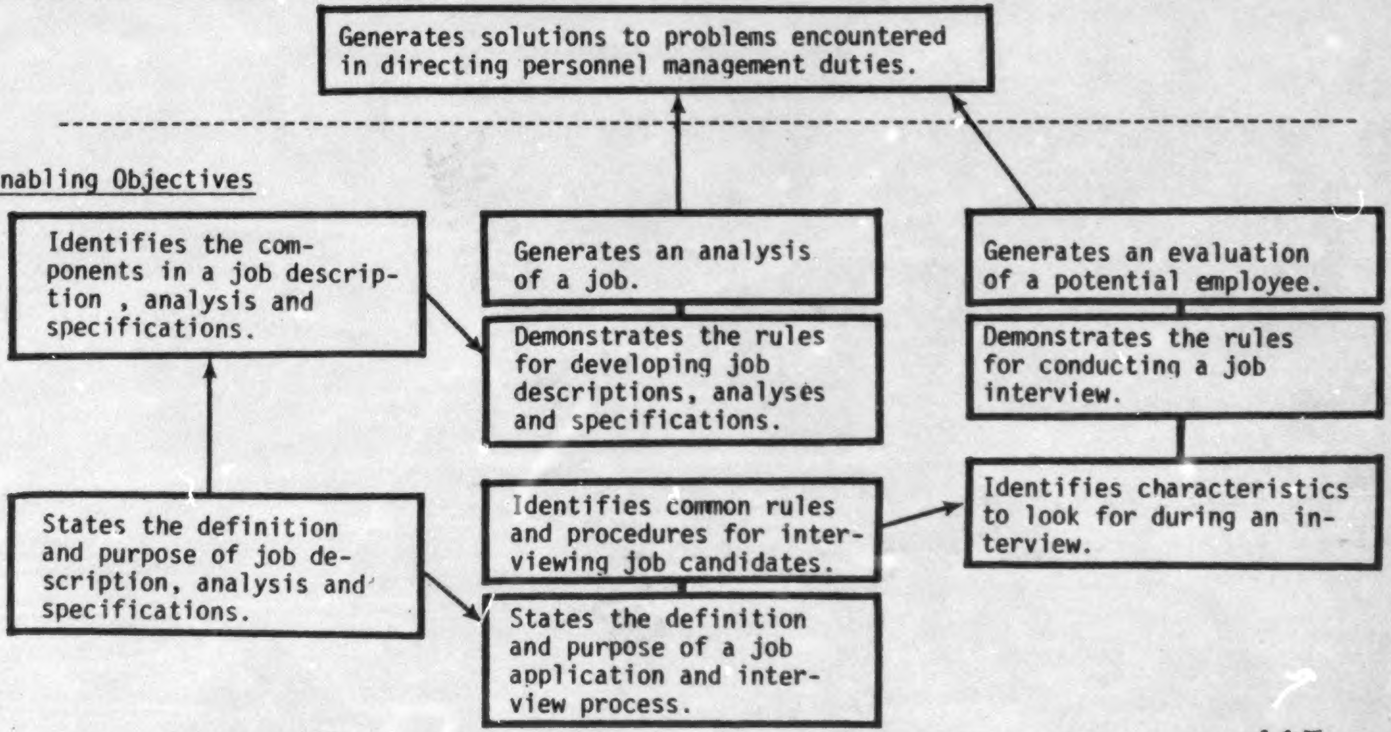
Given a job title in food service, the student will develop a job desciption and/or analysis according to established criteria.

Given a job situation, the student will interview, research and justify acceptance or non-acceptance of applicant according to established criteria.

Given a worker performance appraisal form, the student will perform an evaluation and compare results with the instructor.

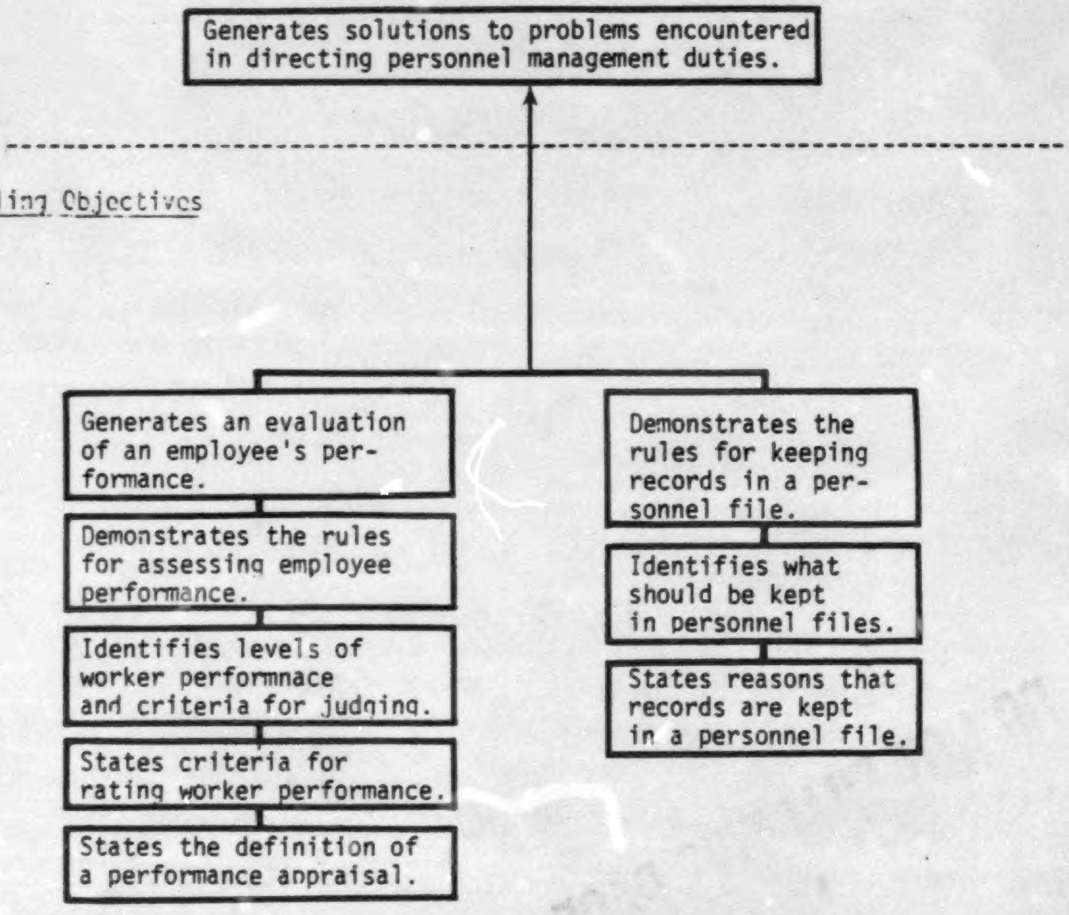
Performance Objective

(52) T.2


Generates solutions to problems encountered in directing personnel management duties.
Enabling Objectives
Identifies the components in a job description , analysis and specifications.
Generates an analysis of a job.
Generates an evaluation of a potential employee.
Demonstrates the rules for developing job descriptions, analyses and specifications.
Demonstrates the rules for conducting a job interview.
States the definition and purpose of job description, analysis and specifications.
Identifies common rules and procedures for interviewing job candidates.
Identifies characteristics to look for during an interview.
States the definition and purpose of a job application and interview process.

LEARNING HIERARCHY (Continued)

Performance Objective



Generates solutions to problems encountered in directing personnel management duties.

Enabling Objectives

Generates an evaluation of an employee's performance.

Demonstrates the rules for assessing employee performance.

Identifies levels of worker performnace and criteria for judging.

States criteria for rating worker performance.

States the definition of a performance appraisal.

Demonstrates the rules for keeping records in a personnel file.

Identifies what should be kept in personnel files.

States reasons that records are kept in a personnel file.

PROCESS SHEET

Individual: (Suggested procedure for using the module as a self-contained unit of instruction for one student.)

1. Complete pre-test, optional. Consumable.
2. Read objectives and directions for module.
3. Read and study vocabulary words.
4. Read and study information sheet.
5. Complete worksheets #1 and #2. Consumable.
6. Complete activities #1 - #3. Consumable
7. Request post-test from instructor - complete. Consumable.
8. Turn completed work in to instructor.
9. Request final checkout performance evaluation from instructor - complete

---

Group: (Suggested procedure for using the module as a unit of instruction for more than one student.)

1. Using transparencies of a job description, job analysis and job specifications , discuss with the class the information given in the module concerning them.
2. Have students list places in their location where management might seek potential employees.
3. Using the newspaper, cut ads out for food service jobs and discuss the information given.
4. Divide students into groups and role play interviews. Have several students participate in the interview, and others assess the students actions. Discuss the facts found, having students state their recommendations for hiring.
5. Give each student a job appraisal form and while observing another student, have him evaluate and rate the student's job performance. Have him then hold a job evaluation interview with the student. Discuss with class.
6. Discuss records found in personnel files and the importance of confidentiality.
7. Direct each student to complete post-test. Collect and evaluate.
8. Direct each student, when ready, to request final checkout performance evaluation.

***NOTE: After work is evaluated, additional learning experiences may need to be planned.

Alternatives - Enrichment

I. Suggested Readings

a. Food Service Careers, 1979 edition.
b. Exploring Professional Cooking, 1980 edition.
c. Food Service Management, Distributive Education Manual.
d. U.S. Dept. of Labor Pamphlet, "How to Prepare Yourself for a Job Interview."

II. Audio-Visual Aids

Filmstrip - Preparing For An Interview
(From J.C. Penny, 1301 Avenue of the Americas,
New York, NY 10019.)

III. Activities

1. Have two student role play an interview on tape. Play it back and critique it.
2. Have students analyze a job he is performing in the kitchen. List the duties of the job. List mental, physical and emotional requirements.
3. In groups, brainstorm the following topic - "What Qualifications Does An Individual Neet To Have The Ability To Select Persons Qualified For A Job?"
4. Given a job description, make a list of employee characteristics needed to successfully perform the job.
5. Given a job description, analysis and specifications have students study and observe other students on the job to fill out a worker performance form. A performance interview should follow.

CONSUMABLE

PRE-TEST

Direct Personnel Management Duties

I. Match the statements in Column A with the correct term in Column B. Write your answers in the blank provided. Note! Statements may describe more than one term.

Column A

_____ 1. Provides a way to establish acceptable wage rate.
_____ 2. Is a written "contract" between the worker and management.
_____ 3. Necessary for effective supervision.
_____ 4. Necessary for an effective employment interview.
_____ 5. Provides worker with cleancut picture of job duties and responsibilities.
_____ 6. Provides basic information for worker training.
_____ 7. Outlines actual worker qualifications.

Column B

A. Job Analysis
B. Job Description
C. Job Specifications

II. Circle the letters below that describe helpful tips on interviewing.

A. Interrupt the applicant whenever necessary
B. Organize the interview as it progresses
C. Make notes for accurate record-keeping of personnel files
D. Ask yes-no questions as much as possible
E. Interview in a quiet place, free from distraction
F. Ask open-ended questions as much as possible
G. Ask leading questions to guide the applicant through the interview
H. Consider the applicant's physical appearance and attitude when reaching a decision to hire
I. Consider it the interviewer's responsibility to spot personal problems of potential applicants
J. Applicants who exhibit unstability, honesty and frequent illness should be considered for hire
K. Follow-up interviews and record the information in appropriate personnel files
L. Let the applicant learn worker performance policies on-the-job, if hired

III. Define the following terms:

1. Job application -

P R E - T E S T (Continued)

2. Performance appraisal -

IV. Read and answer the questions below in the space provided.

1. List five ways of finding personnel.

1.

2.

3.

4.

5.

2. List four records that should be kept in a personnel file and explain why each is important to keep.

1.

2.

3.

4.

3. What are five items or criteria you would include on a food service appraisal form and what would be your acceptable standards for each?

1.

2.

3.

4.

5.

STUDENT GUIDE SHEET

*Directions To Student: Read the tasks for this module on the first page. In order to have these tasks checked off on your Student Profile Sheet, you must demonstrate the specific student performances to your instructor. If you feel that you are able to perform these without working through the module, arrange for the evaluation with your instructor. If you feel that you need to complete the module, follow the steps to complete module. Do not write in this module. Obtain worksheets from your instructor.

Steps to complete module:

1. Read and study vocabulary words.
2. Read and study information sheet.
3. Complete worksheets #1 and #2.
4. Complete activities #1 - #3.
5. Request post-test from instructor - complete.
6. Turn completed work in to instructor.
7. Request final checkout performance evaluation from instructor - complete.

***NOTE: After work is checked and discussed, further work may need to be planned.

VOCABULARY

1. Interview - A discussion between employer and prospective employee whereby the qualifications, skills, and experience of the applicant are discussed.

2. Job Analysis - The orderly and systematic gathering and assembling of all the facts about a job.

3. Job Description - Tells clearly what the job is, it's purpose and a list of duties and responsibilities.

4. Job Specifications - Set forth clearly and specifically what kind of person it takes to do a job (qualification requirements.)

5. Performance Appraisal - The establishment and application of standards for measuring an employee's work - quantity and quality of production.

INFORMATION SHEET

When we speak of organization, we mean what people on the job are supposed to be doing. We mean orderly distribution and assignment of all things to be done in various jobs.

The following are major functional activities in a food service operation:

1. Managerial
2. Professional (dietitians in some)
3. Supervisory
4. Purchasing
5. Receiving, inspection, storage
6. Production or cooking
7. Serving
8. Dishwashing, cleaning
9. Maintenance
10. Record keeping

If job descriptions, analyses and specifications in these areas are complete, organization comes easy.

Developing quality job descriptions require time, following an outline so you will not overlook something, and observations and interviews of the people doing the job. Even people who have been on the job for years overlook many facts concerning the job so it cannot be left up to memory.

Why A Job Description

1. It provides the worker a clearcut and complete picture of his responsibilities and duties - essential to acceptable performance.
2. It provides the immediate supervisor of the worker the same information necessary for effective supervision.
3. It is a written "contract" between the worker and management.
4. It provides the necessary information for the supervision to prepare a job breakdown , performance standards and work simplification. This helps to eleiminate waste of time and motion.
5. It provides the essential information for job evaluation.

Why Analyze A Job

1. It is the only way to prepare an accurate job description.
2. It is the only basis for determining realistic qualification standards for getting the best worker.
3. It is the only way to establish acceptable wage rates.
4. It provides the basic information for worker training and supervision.

Why Job Specifications

1. This information is essential to analysis of the labor market and the recruitment of new employees.
2. It arms the manager with the necessary information for proper evaluation of an applicant.
3. Along with a job description it is the basic document and guidelines for conducting an effective employment interview.
4. A careful comparison of the job specifications with the actual qualifications of the employee clearly indicates the area where training is needed.
5. It is an essential tool for the immediate supervisor of the worker to use in day-to-day supervision.

Recruiting Personnel

Hiring is a serious business, and management should be well prepared for this responsibility. Use:

  a. job descriptions - what are the job's duties and responsibilities?
  b. job analyses - do you have all the facts about the job?
  c. job specifications - what kind of person should fill this job?

Ways of Finding Personnel

1. Through your employees or other personal contacts.
2. Through newspaper advertisements.
3. Through human resources agencies.
4. Through food service training programs, such as those at community colleges, high schools, etc.
5. Through welfare agencies.
6. Through professional organizations such as hospitals.
7. Through private employment agencies.

Job Application Form

The application is a very important part of the hiring process. It is a form filled out by the prospective employee giving factual information about the applicant and references that can be checked concerning the applicant's past work record. One of the most important things about an application is that it be filled out completely even if the employer must help the applicant. Generally, the application is checked and if found satisfactory the applicant is then called in for an interview.

Tips on Interviewing

1. Be pleasant and courteous to the applicant at all times. Remember, public relations are involved, too.

2. Have your interview well-organized, what you are going to say, etc.
3. Know the ins and outs of the job available.
4. Interview in a private, quiet place that is free from distraction.
5. Put the applicant at ease. Offer her of him a cup of coffee. Be as relaxed as possible.
6. Listen carefully and avoid talking about yourself.
7. Try not to interrupt the applicant.
8. Schedule time for the interview and do not rush it. Hasty decisions often turn out to be foolish ones.
9. Avoid asking leading questions. Try to ask open-ended questions. Open-ended questions require an explanation rather than a yes or no answer.
10. Try to be a sounding board for the applicant's expressions of attitudes, feelings, ideas, etc. Strive to learn not only what applicants think and feel, but why they think and feel it.
11. The best interview is a free, easy, relaxed exchange of ideas between management and the applicant.
12. Skillfully and courteously ask questions that will give you all the facts.
13. Make notes for record keeping purposes.
14. As soon as the interview is concluded, write a summary on the interview form.
15. If at all possible, ask your administrator to also interview the applicant.

Spotting Undesirable Applicants

When the manager considers his responsibility to employers, partners, guests and other honest employees; the operation's interest must take precedence over the interest of a single individual. Being both cautious and prudent when hiring food service employees is by necessity a virtue in a manager hiring people for the overall operation.

He must spot people who are:

1. Unstable
2. Intemperate
3. Previously dishonest
4. Subject to unusual financial pressures
5. Chronically ill
6. Given to gambling
7. Addicted to drugs
8. Involved in litigations (legal entanglements)
9. Subject to being influenced by lawless persons
10. Too good to be true

Interviews often reveal personal problems which might prove to be undesirable. Some of these are:

1. Lives much above his means
2. Sexual problems (candidate for blackmail)
3. Excessive need to be liked
4. Choronically ill children or parents
5. Conflict of interest (has other interest which would keep him from devoting the time to his job)
6. Any manifestation of nervousness beyond normal
7. Financial disorder

Assessing Worker Performance

Again one must be prepared to correctly and fairly assess job performance. A prerequisite to assessment is a detailed job description, job analyses and job specifications. These will act as a guide in assessing performance.

When such words as outstanding, satisfactory, or other such rating terms are used, there should be a clear, written understanding of wnat constitutes these descriptors. The employee himself should be able to decide where and how he is functioning. Reasons should be given for the rating.

Every employee must be rated. This is sometimes a very hard thing to do as management will tend to rate either too generously or too strictly, or even worse, rank everyone the same regardless of performance. It is best to have a rating interview where the employee learns how he is doing, what his strong points are and what weak ones need attention. At this time, the appraisal form should be discussed with the employee so he may understand why or why not he is being promoted, demoted or remaining the same.

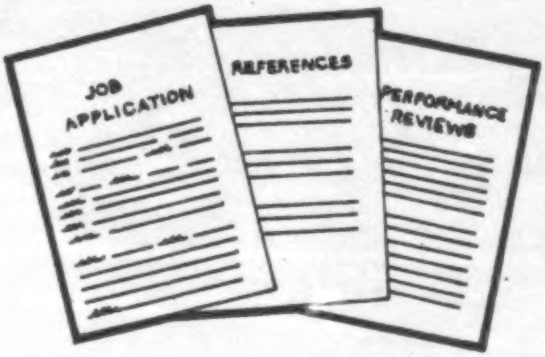
A planned rating form, like the following form, gives management information on which to base ratings or recommendations.

Personnel Files

Personnel files are generally kept by the company for which one works on each employee working there. Where there are many employees, management cannot trust memory when needing information about any one employee. Personnel files should remain in utmost confidence, and therefore, not be placed where just anyone could have access to them. Management should never discuss information found in these files with other employees. They, like other records, should be kept neat and up-to-date.

Records Kept In Personnel Files

1. Job application form
2. Job description questionnaire
3. Information found when checking mail and phone references
4. New employee follow-up
5. Performance reviews and previous ratings


JOB APPLICATION
REFERENCES
PERFORMANCE REVIEWS

EXAMPLE OF A JOB DESCRIPTION

(Developed through job analysis; includes job specifications)

JOB TITLE : Waitress

DUTIES:

- -seats customers
- -delivers menus
- -attends to the special needs of the customers
- -takes food orders
- -serves food, beverage, etc.
- -replenishes beverage, bread, etc.
- -totals and presents guest check

Other duties which the waitress may be required to perform:

- -prepare condiment trays
- -operate cash register
- -prepare beverages
- -portion desserts
- -clean and supply waitress station with necessary items
- -vacuum floor area
- -perform minor cleaning jobs
- -clears and cleans tables
- -set tables
- -fold napkins
- -fill sugar, salt, and pepper containers

WORKING CONDITIONS:

- -often works split shifts
- -often air conditioned and comfortably furnished
- -possibility of burns and cuts
- -uniforms may or may not be furnished
- -worker may be extremely rushed at times
- -often weekend and holiday work required
- -long hours required on the feet
- -heavy lifting of trays
- -possibly free meals at work
- -paid vacations, health insurance, pension plans may be offered

PERSONAL QUALIFICATIONS:

- -age required is usually over 18
- -must follow written and oral instructions
- -required to have a health card
- -pleasant personality and good work attitude
- -dependability and reliability stressed
- -reading, writing, and simple math calculations are required
- -must have good health, hygiene, cleanliness, and appearance
- -clean uniforms and clean shoes daily
- -must wear hair net
- -distinct speech and good English usage

PHYSICAL ACTIVITIES REQUIRED:

- -standing
- -walking
- -turning
- -stooping
- -hearing
- -using fingers
- -kneeling
- -color vision
- -tasting, smelling
- -talking
- -handling
- -reaching
- -lifting
- -carrying
- -seeing

TRAINING PROGRAMS:

The following programs are required or preferred of the applicant for job consideration:

At least 2-3 years of high school is preferred.

New employees who lack previous experience as a waitress will be required to participate in an on-the-job training period.

In some cases the worker may be required to work as a busgirl before being given the responsibility of a waitress.

Home economics courses or special courses for waiters and waitresses provide good preparation but are not required.

EARNINGS AND HOURS:

The employee will be paid a wage of $3.10 an hour, plus the tips she receives.

Two meals are allowed for each employee who works an eight-hour shift.

Uniforms and aprons will be furnished.

After one year of service, the employee will qualify for a week of paid vacation. This period will increase as the service period increases.

The employee will be assigned to an 8-hour shift, either 6 a.m. - 2 p.m. or 2 p.m.- 10 p.m.

EMPLOYMENT OUTLOOK:

Employment is expected to increase through the 1980's. However, most job openings will be to replace workers who have left their jobs. There will be more jobs available for waitresses then in any other food service area.

PERFORMANCE APPRAISAL FORM

	Outstanding	Satisfactory	Needs Improvement	Unsatisfactory
Name of Employee: ____________________ Job: ____________________ Rated By: ____________________ Supervisor Reviewed & Approved By: ______________ Manager				
1. Quantity of Work: Amount of work done; time required; consistency of productive status. Reasons for Rating (Examples, etc.) ________ ________________________________				
2. Quality of Work: Accuracy of work; quality of performance; observance of established policies, standards, procedures, etc. Reasons for Rating (Examples, etc.) ________ ________________________________				
3. Attitude and Relationships with Others: Courtesy, cooperativeness with and acceptance of guests, supervisor, other employees. Reasons for Rating (Examples, etc.) ________ ________________________________				
4. Personal Appearance: Dress, grooming, personal hygiene, personal habits, conformity with policies and rules. Reasons for Rating (Examples, etc.) ________ ________________________________				

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	O	S	N	U
5. Work Habits: Safety, sanitation, cleanliness, housekeeping, use of tools, equipment and materials, conformity with standards and procedures. Reasons for Rating (Examples, etc.) ________ ________________________________				
6. Dependability: Attendance, loyalty, amount of supervision requires, honesty, observance of standards and conduct. Reasons for Rating (Examples, etc.) ________ ________________________________				

Overall Rating: (Check one)

__ Outstanding __ Satisfactory __ Needs Inprovement __ Unsatisfactory

Rater's comments and recommendations regarding outstanding performance, improvements or training needed, promotability, etc.

____

____

Date discussed with employee: ______________________

Comments of Employee: ______________________________

____

____

This rating has been discussed with me and I have received a copy.

____
Signature of Employee

CONSUMABLE

WORKSHEET #1

Directions: The following job interview has many mistakes made by the applicant that should be spotted by the interviewer. Identify and list the mistakes in the blank space provided at the bottom of the page.

Jane Smith got an appointment with Mr. Jones the personnel manager at a local department store to be interviewed for a sales clerk. Her appointment was at 1:00 p.m. and she arrived promptly and was introduced to Mr. Jones by his secretary.

Mr Jones: "Please be seated Miss Smith." (Jane sat down in the chair nervously chewing her nails.)

Jane : "I came to see you about the opening you have for sales clerk, Mr. . . . What did you say your name was?"

Mr Jones: "Jones, Mr. Jones. Now, have you ever worked as a sales clerk before?"

Jane : "No, but I have worked part-time in our school office counting and handling money."

Mr. Jones: "Yes, this is good experience. Did you bring any references, or a list of records about yourself or your school work with you?"

Jane : "Oh no, I didn't think to do that. I can tell you about my fun years in high school though. I was the prom queen this year and my boyfriend Johnnie said I was the prettiest girl there."

Mr. Jones: "Well, very interesting Miss Smith but what other kind of work experience have you had?"

Jane : "I've never worked before."

Mr. Jones: "Why do you think you can handle the job as secretary?"

Jane : "Well, I really need the job to buy new clothes. I can smile and answer the phone very well."

Mr. Jones: "Thank you for coming in today. We will let you know if we need you further."

Jane : "Is that all?"

WORKSHEET #2

Directions: Read each statement below carefully. If you agree, write "+" in the blanks provided. If disagree, write "-".

_____ 1. Incidental information, such as a home telephone number, who to contact in case of emergency, and religious preference, may be vital in an emergency where an employee is injured or becomes ill at work and must be rushed to a hospital.

_____ 2. If an employee is injured on the job, carefully kept records of the date of the injury, when hospitalization was required, length of hospitalization and time required to remain off-the-job are all necessary in establishing a claim for workman's compensation.

_____ 3. The employee's address must be kept current on personnel records. Company mail or company-related mail is often sent to the employee's home address and may be very important to the employee.

_____ 4. The accuracy of an employee's date of birth is of vital importance to the personnel department. This affects an employee's date of retirement, and the amount of insurance premium the company or employee pays for company insurance. It can also affect the employee's performance of certain job duties if he is under 18 years of age and the duties are legally prohibited by federal law.

_____ 5. Employees should not be required to state certain information which they may consider to be an invasion of their privacy, such as former work experience, reason for leaving a former job, what their home telephone number is, or how old they are. What is vital is the certainty that the employee can perform the duties require of his job.

_____ 6. A company's careful record of each employee's birthday so they can send him a card or give him special notice in some way is totally unbusinesslike. It not only makes the employee self-conscious and uncomfortable but is an unnecessary expense and also disrupts business.

_____ 7. The past work experience of an employee either within the company or for some other company, and his years of work experience are important records used in determining promotions.

_____ 8. Personnel records are not really necessary. It would be less expensive just to ask an employee for information needed rather than having the expense of maintaining records on each employee.

ACTIVITY #1

Directions: Given an example of a job description, developed from analysis and including specifications, develop one for the food service job title: cook, host/hostess or busperson.

Note: Ask your instructor for a blank job description chart and see example on a previous page.

ACTIVITY #2

Directions: Given a potential applicant for the job title you described in Activity #1, interview, research, and justify your acceptance or rejection of the applicant. Have your instructor observe the interview and evaluate overall performance.

ACTIVITY #3

Directions: Using a blank copy of the performance appraisal found in this module, appraise and rate yourself as a food service worker. Discuss the appraisal with your instructor.

CONSUMABLE

POST-TEST

Direct Personnel Management Duties

I. Fill in the blanks below with the word(s) that best completed the statement. (job analysis, job description, job specification, appraisal form, job application)

1. The form which provides the worker with a cleancut and complete picture of his responsibilities and duties essential to good performance is called a(n) ______________________.

2. A form which states what the job is, its purpose and a list of duties and responsibilities is called a(n) ______________________.

3. The orderly and systematic gathering and assembling of all the facts about a job is called a(n) ______________________.

4. A written form which gives factual information about the prospective employee and gives references that may be checked is a(n) ____________.

5. Measuring an employee's work, the quantity and quality of production may be found in a(n) ______________________.

II. Read the statements below. If they are true, write "True" in the blank. If the statement is false, write "False" in the blank and in the space below rewrite the statement to make it true.

_____ 1. It is helpful to take notes for accurate record-keeping.

____.

_____ 2. A good place to interview someone is the kitchen.

____.

_____ 3. The only thing that should be considered when interviewing someone is their past experience.

____

____.

_____ 4. It is the interviewer's responsibility to spot personal problems of potential applicants.

____

____

_____ 5. Ask yes-no questions as much as possible.

____.

POST-TEST (Continued)

III. Read and answer the questions below in the space provided.

1. List 5 sources to check with, when looking for potential employees.

    1.

    2.

    3.

    4.

    5.

2. List 4 records that are kept in a personnel file and explain why they are important to keep.

    1.

    2.

    3.

    4.

IV. Construct a worker performance appraisal form. (Be sure to include the type of job, the criteria you have set, the appraisal levels, and the definition of these levels.)

FINAL CHECKOUT PERFORMANCE EVALUATION

Direct Personnel Management Duties

Directions: Place a check in the column which best describes student performance. All applicable items must receive a rating of acceptable, or further work may need to be planned.

Student Can:	A	N	NA
1. Develop job descriptions, from analysis and including specifications.			
2. Identify sources of potential employees.			
3. Interview and assess job candidates.			
4. Assess worker performance.			
5. Identify records kept in personnel files.			

Comments:

A = Acceptable
N = Nonacceptable
NA = Nonapplicable

FINAL PERFORMANCE CHECK

WORKSHEET & EVALUATION KEY

PRE-TEST

I. (1) A, (2) b, (3) A and B, (4) C, (5) B, (6) A, (7) C

II. C, E, F, H, I, K

III. (1) A form filled out by a prospective employee giving factual information about the applicant and references that can be checked concerning past work record.
(2) A form prepared to correctly and fairly assess job performance.

IV. (1) Answers will vary, see information sheet.
(2) Answers will vary, see information sheet.
(3) Answers will vary, see information sheet.

WORKSHEET #1

(1) Nerviously chewed her nails.
(2) Jane didn't remember Mr. Jones' name.
(3) Jane didn't bring a list of references or records.
(4) She talked about personal affairs (her boyfriend).
(5) Gave a poor reason why she wanted the job.
(6) Rudely asked "Is that all?" at the end of the interview.

WORKSHEET #2

(1) +, (2) +, (3) +, (4) +, (5) 0, (6) 0, (7) +, (8) o

POST-TEST

I. (1) job description, (2) job specifications, (3) job analysis, (4) job application, (5) appraisal form

II. (1) True; (2) False - A good place to interview someone is in a private, quiet place that is free from distraction; (3) False - All aspects of the employee should be considered when interviewing; (4) True; (5) False - Ask open ended questions as much as possible.

III. (1) Employees, newspapers, training programs, employment agencies, professional organizations.
(2) Job application, reference checks, follow-up, performance appraisals
(3) Answers will vary, check individually

RESOURCE ITEM

JOB DESCRIPTION CHART

STUDENTS NAME: ______________________________

JOB TITLE: ____________________________________

DUTIES: (Consider what you actually will be expected to do.)

____________ ________________ ______________

____________ ________________ ______________

____________ ________________ ______________

WORKING CONDITIONS: (Think of the hazards, chances of getting injured. What about the environment.)

_____________________ _______________________

_____________________ _______________________

_____________________ _______________________

PERSONAL QUALIFICATIONS: (Some points to consider are: Do I like to work with other people? Do I object to taking directions? Am I usually considerate of others feelings, opinions? Am I dependable, reliable? Do I have a sense of humor? Can I work under pressure? Am I honest?)

____________ ________________ ______________

____________ ________________ ______________

____________ ________________ ______________

PHYSICAL ACTIVITIES REQUIRES: (What are the physical demands of the job?)

____________ ________________ ______________

____________ ________________ ______________

____________ ________________ ______________

RESOURCE ITEM (Continued)

TRAINING PROGRAMS: (Does this particular job require high school graduation, special training program, junior college, college, post college work, specific degree from college?)

____

____

EARNINGS AND HOURS: (How much money will the job pay? How many hours are required? Can I take care of the other responsibilities and work at the hours the job requires?)

____

____

EMPLOYMENT OUTLOOK: (Is there a need for workers in this field now? What about the future needs for this type of work?)

____

____

ADDITIONAL INFORMATION AND RESOURCES: (Where can I go to find additional information about this particular job?)

____

____